DOCUMENT RESUME

ED 315 504 AA 001 198

Resources in Education (RIE). Volume 25, Number 7.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 315 517 CE 053 756

Brown, Cynthia L.; Choy, Susan P.
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 27p.; Paper commissioned for the Conference on Outcome-Based Policy Options for Vocational Education (Washington, DC, June 28, 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disclosure; Enrollment Influences; Graduate Surveys; Information Dissemination; Job Placement; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Research Methodology; *Research Problems; *State Programs; *Unemployment Insurance; *Vocational Education; Vocational Followup
IDENTIFIERS- *Arizona; Florida
When students choose postsecondary vocational education programs, they pay, in both money and in income lost during the time they are in the program. The public also pays by tax support for many educational programs. However, students often have little information about the effectiveness of these programs in terms of job placement, wage rates, and career potential. Some efforts to determine and disclose these outcomes have been made by Florida and Arizona. These states used Social Security numbers and state unemployment files to follow up on vocational education program completers. Although this method has some deficiencies, it is fairly simple and not too costly. Arizona attempted to do such a study and publish the results. However, missing information such as type of job obtained, not just employment obtained, undermined the results. Finally, political pressures contributed to the demise of the information disclosure program. It is recommended that future information disclosure efforts take into account the effect of the disclosures on school systems and students and the means of distribution before such a program is undertaken. (KC)

DOCUMENT RESUME

ED 315 530 CE 053 769

Vaughan, Roger J.
Public Subsidies and Private Training.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 19p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). Blurred type may affect legibility. For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Prevention; *Education Work Relationship; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Fringe Benefits; Industrial Training; *Job Training; *Labor Economics; *Labor Force Development; Postsecondary Education; *Staff Development

Overall, federal and state tax codes treat employer investments in human capital more favorably than investment in physical plant and equipment. The most important advantage is that training expenditures can be dispensed immediately, rather than depreciated over time, possibly resulting in a subsidy of 33 percent. In addition, employers who use public institutions to train their workers will rarely have to pay the full cost of these services. Employer-provided training is important for the overall growth of the economy and an important way in which many people acquire more marketable skills. However, there is no strong case for further subsidies to encourage employers to invest more in the work force. The evidence of overall underinvestment in the United States does not imply that there is underinvestment in human capital acquired on the job. Employers can use contracts to capture the benefits of the training for which they pay. However, employer-provided training rarely compensates for poor education--rather, it is concentrated on employees who are well-educated. Many useful mechanisms for subsidizing employer training of the work force are in place. Most public training institutions are already developing programs to train workers for local businesses and to train economically disadvantaged workers. Because employer training is complementary to basic education, the best way to encourage employers to invest more in the work force is to reduce the number of high school dropouts and to improve the quality of basic education. (Author/KC)

DOCUMENT RESUME

ED 315 542 CE 053 789

Tuma, John E.; And Others
Student Financial Aid and Postsecondary Vocational Education.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 18 Jan 89
NOTE- 124p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Career Choice; *College Programs; Educational Finance; Enrollment Influences; *Federal Aid; *Federal Programs; Financial Aid Applicants; Grants; Postsecondary Education; School Demography; School Statistics; *Student Characteristics; *Student Financial Aid; Two Year Colleges; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Postsecondary Student Aid Study
Analysis was made of financial aid to postsecondary vocational education students, using data from two primary sources, the National Postsecondary Student Aid Study (1986) and High School and Beyond (1980-84). The study found that most financial aid subsidizes students in four-year institutions. However, two-year public schools, which account for 80 percent of all vocational enrollments, received more than $1 billion in direct revenues from federal sources in 1986-87 and more than $7.6 billion in direct revenues from state and local sources. Federal vocational aid increases access to vocational education for economically and educationally disadvantaged students, handicapped students, and other target groups. Most vocational students were enrolled in relatively inexpensive schools. Most of the direct costs to aid recipients of vocational education were covered by financial aid. Students enrolled in two-year public schools were less likely than students enrolled in the other institutions to receive financial aid. Vocational students were especially dependent on federal financial aid and on loans. Receipt of financial aid appears to be related to better persistence and higher rates of completion in postsecondary vocational education. However, the study also notes that financial aid does not direct students into the technologically more advanced fields that may hold the jobs of the future; rather, that decision is left to individual student choice. (The document includes 50 tables and figures; appendices include a description of federal financial aid programs, tables showing regression analysis results, a classification of postsecondary education courses, and technical notes.) (KC)

DOCUMENT RESUME

ED 315 555 CE 053 950

Hill, Clifford; Parry, Kate
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
Columbia Univ., New York, NY. Teachers Coll. Literacy Center.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Distractors (Tests); *Educational Diagnosis; Functional Literacy; *Literacy Education; *Reading Tests; Screening Tests; Student Placement; *Test Construction; Test Interpretation; Test Items; Test Theory; *Test Validity
IDENTIFIERS- *Tests of Adult Basic Education

The autonomous model of literacy--including its two features autonomy of text and autonomy of skill, which have been particularly influential in reading assessment--does not account for important aspects of reading. The pragmatic model of literacy accounts more adequately for how readers respond to text. An analysis of the 1976 and 1987 versions of the Test of Adult Basic Education (TABE) shows that although the newer version does encourage a pragmatic orientation to text, most of the items still require an autonomous orientation. As a result, there is often a marked discontinuity between passage and items. Sometimes discontinuity is further reflected within the items themselves: the target response requires an autonomous orientation whereas one or more distractors have a pragmatic appeal. Such distractors provide the kind of orientation that the passage calls for, even though they do not strictly fit with the surface information that the passage provides. A better approach to reading assessment would be based on the notion of multiple literacies suggested by John Black. Tests like the TABE should include separate components to cover autonomously oriented and pragmatically oriented material. Within these components the items should be constructed so that readers can be clear about which orientation to adopt. If external instruments like the TABE are used at all, it is best to view them as a single component within an ethnographic model of assessment and instruction that is designed to nurture the various literacy skills that adults need. (The document includes a 50-item bibliography.) (CML)

DOCUMENT RESUME

ED 315 569 CE 054 030

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 39p.; For related documents, see CE 054 026-029.
GRANT- H133D80006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; *Demonstration Programs; *Disabilities; Education Work Relationship; *Performance Factors; *Rehabilitation Centers; Success; *Transitional Programs; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This manual was prepared by the Regional Rehabilitation Exchange (RRX) project to assist rehabilitation and independent living organizations and programs in submitting information to gain recognition as an exemplary program model for transitional services. The manual is intended for programs and organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. RRX transitional services include any short-term training activities and/or related services that promote the transition of persons with disabilities to competitive working life and may be targeted to persons with a wide range of disabilities, such as learning disabilities, mental retardation, mental illness, and/or physical disabilities. Services may be offered through secondary or postsecondary schools or community-based programs and facilities for adult clients. The manual provides information about the background and purposes of the RRX, identifies the scope of the RRX project, lists the prerequisites and criteria for validation, describes the RRX validation process, identifies 10 critical factors (program goals and objectives, target population, documentation and good recordkeeping, success rate, cost effectiveness, comprehensiveness, evaluation criteria, staffing patterns, transportability, and innovativeness) used in determining exemplary programs, provides information on completing the Information Request Form, and identifies implications for validated programs. A completed sample Information Request Form for transitional services is included. (CML)

DOCUMENT RESUME

ED 315 582 CE 054 053

Guide for Training Medical Laboratory Technicians. Fourth Edition.
American Medical Technologists, Park Ridge, IL.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Competence; Curriculum Guides; *Educational Objectives; *Medical Technologists; *Occupational Information; Postsecondary Education; Professional Associations; *Professional Training

This document is intended to assist educators in the development of medical laboratory technician training programs. The following elements are included in the document: (1) an introduction; (2) the American Medical Technologists' Code of Ethics; (3) suggested curricula for medical laboratory technician programs for a 12-month course and an 18-month course; (4) model curricula for junior or community college programs; (5) synopses of selected medical laboratory subjects; (6) descriptions of competency-based, criterion-referenced certification examinations; (7) descriptions of the development and use of the medical laboratory practitioner competency outline; (8) outline of laboratory practitioner competencies (clinical chemistry, hematology, coagulation and hemostasis, immunohematology, immunology and serology, bacteriology, parasitology, and urinalysis); (9) quality and safety concerns in the clinical laboratory (quality control, proficiency testing, precautions against laboratory-related infections, laboratory safety, and Occupational Safety and Health Act requirements); (10) requirements for certification as a medical laboratory technician and medical technologist by American Medical Technologists; (11) settings eligible for approved laboratory experience; and (12) suggested reference material, including 4 items that introduce medical technology, 6 sets of review questions for medical technology, 5 references for general medical technology methodology, and 40 items of more specific subject matter. (CML)

DOCUMENT RESUME

ED 315 595 CE 054 072

Cook, Jacqueline; And Others
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- Sep 87
NOTE- 66p.; For related documents, see CE 054 073-074 and CE 054 076.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Adult Basic Education; *Adult Literacy; Basic Skills; Data Collection; Educational Administration; Functional Literacy; *Literacy Education; *Management Information Systems; Program Effectiveness; *Program Implementation; Records (Forms)
IDENTIFIERS- *Adult Literacy Information and Evaluation System; *New York (New York)
This document describes the Adult Literacy Information and Evaluation System (ALIES), which is the management information system for New York City's citywide adult education program expansion effort begun in 1984. Chapter 1 describes the organization's creation in order to provide timely and reliable information to funders about the effects of the literacy programs. Chapter 2 explains the conceptual framework on which ALIES was developed, including its provision of information to funders, its provision of information to local program managers, and its research function. Chapter 3 describes the processes used during the system's development and includes sections on development, testing, and implementation during the years 1984-85, 1985-86, 1986-87, and 1987-88. Chapter 4 describes the data elements, forms, collection procedures, entry procedures, files, and reports that compose the system. (Sets of data reported by each literacy program include projected services, schedule of services, individual student registration, student posttests, student impact data, and program hours. Among the reports that are available are individual student verification, lists of classes, class rosters, final aggregate agency report, longitudinal test histories, address lists, mailing labels, and aggregated impact reports.) Chapter 5 reports future plans for ALIES in the areas of training and technical support, system development, and ongoing research. More than half the document consists of samples of forms to be completed to put information into ALIES, instructions for completing them, and sample documents generated by ALIES. (CML)

DOCUMENT RESUME

ED 315 608 CE 054 149

Fry, Ronald R., Ed.
The Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Vocational Evaluation and Work Adjustment Association Washington, D.C.
REPORT NO.- ISBN-0-916671-92-5
PUB DATE- Mar 89
NOTE- 253p.; Reduced size type throughout.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Alcoholism; Aptitude Tests; *Disabilities; Educational Assessment; Ethics; Evaluators; Job Placement; Marketing; Occupational Therapy; Personnel Evaluation; Postsecondary Education; Robotics; Secondary Education; Special Needs Students; Student Placement; *Vocational Education; *Vocational Evaluation; Vocational Interests; *Vocational Rehabilitation

Of the 50 papers, selected titles include "Redefining the Client, Expanding the Evaluator's Role" (Weldon, Gibson); "Professional Contacts for Evaluator's Expanding Roles" (Dowd); "Vocational Evaluators and the Law" (Kass); "Ethics in Vocational Evaluation" (Early); "Professional Advocacy in Vocational Evaluation and Assessment" (Bowers et al.); "Pre-Employment Placement Screening" (Taylor); "Career Assessment to Facilitate Adult Life Transitions" (Mullins); "On-the-Job Evaluations" (Kell); "Considerations for Job Selection and Placement of Persons with Cumulative Trauma Disorder" (Lopez); "Forensic Vocational Evaluation" (McDaniel); "Marketing Plan Development" (Grissom, Nelson); "Understanding the Unique Contributions of Occupational Therapy within Vocational Assessment" (McCracken); "Rehabilitation Counseling and Occupational Therapy Working Hand in Hand" (Fryman, Melickian); "Non-Relational Databases in Rehabilitation Facilities" (Prachyl); "New Gameplan for Vocational Evaluators" (Williamson); "What WAT Is and What WAT Is Not" (Ayella); "Four Perspectives of Vocational Evaluation" (Nolte); "Marketing the Non-Profit Evaluation Service to Private Industry" (Vohlken); "Model for Vocational Evaluation in Community-Based Employment" (Botterbusch); "Toward Consensus" (Ayella et al.); "Job Matching Systems" (Truthan); "The Trial and Tribulations of a First Time Vocational Expert" (Magrega); "Vocational Evaluation of Closed Head Trauma" (May, Wilkins); "Vocational Assessment for the Severely Physically Challenged" (Peterson, Oliveira); "Illinois Vocational Interest Survey and Assessment" (Sprengel, Moradian); "Vocational Evaluation of Persons with Combined Hearing and Visual Impairments" (Kaskel); "Integrating Vocational Assessments with Special Education Triennial Reevaluations" (Levinson); "Role of School Psychology in Vocational Assessment" (Levinson); "Curriculum Based Vocational Assessment at the Middle and Secondary School" (Swisher); "Role of Assessment in the Transition/Education Process" (Schmitz); "Concurrent Validation of the Abbreviated McCarron-Dial System for Students with Mental Retardation and Learning Disabilities" (Kimmel); "Use of a Robotic System in Vocational Assessment" (Robbins et al.); "Analysis of Private Sector Rehabilitation Case Managers' Opinions Regarding Work Hardening and Work Capacity Evaluation Programs" (May); "Vocational Patterns and Work Concepts of Recovering Alcoholics" (Ridlehoover); "Correlates of Consumer Satisfaction with Vocational Evaluation Services" (Early, Bordieri); and "Comparison of Rehabilitation Clients Tested and Self-Estimated Vocational Aptitudes and Interests" (Bond et al.). (CML)

DOCUMENT RESUME

ED 315 622 CE 054 179

Callender, Willard D., Jr.
Self-Education: The Founding of Adult Education--Part I.
PUB DATE- Oct 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989). For part II, see CE 054 180.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Adult Programs; *Andragogy; *Definitions; *Educational Philosophy; *Foundations of Education; Higher Education; Teaching Methods
Based on the assumption that something is fundamentally wrong at its definitional roots about the concept of adult education upon which the profession is organized, this paper identifies seven troubling characteristics of the profession. These characteristics, which stem from failure to root the definition in philosophical foundations, are (1) the claim that adult education preexists its formation as a profession; (2) use of an existing tacit definition of adult education; (3) giving power to third parties with roots outside the profession; (4) loss of social ethics; (5) loss of focus on the person and failure to achieve universality; (6) continuing use of the terms of children's education; and (7) explanations and theories that become ideological and distanced from the concept of education. It then offers a theory to account for these characteristics and describes a design problem for the invention of a new concept of adult education. The paper suggests a definition of adult education as "self-education" as an appropriate response to the design problem, one on which a more substantial profession could be founded. (Author/KC)

DOCUMENT RESUME

ED 315 637 CE 054 212

Clarke, Mallory
Goodwill Literacy Tutor Handbook. Fourth Edition.
Goodwill Literacy Adult Learning Center, Seattle, WA.
PUB DATE- Jan 89
NOTE- 88p.; Last section contains some pages with poor type quality.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Functional Literacy; *Language Experience Approach; *Literacy Education; *Reading Strategies; Reading Writing Relationship; Tutoring; *Voluntary Agencies
IDENTIFIERS- *Goodwill Industries of America
This document consists of eight sections. The first section contains the mission statement of the Goodwill Literacy program, a description of the program, statistics on literacy, and the answers to questions tutors are commonly asked. Section 2 contains statements from students in the program obtained in February 1988, a description of students in the program, a page designed to help identify learning styles during a workshop, and a graphic that shows the relationship between different reading methods. Section 3 explains a method called Language Experience Stories that is frequently used in the program, strategies for helping students read aloud, the use of taped books, how to teach sight words, how to teach word patterns, and how to use phonics in reading instruction. Section 4 addresses how to teach writing, including spelling, poetry, making lists, and using cinquains (five-line patterns for developing poems) as a teaching technique. Chapter 5 is about how to increase students' comprehension and critical thinking as it pertains to reading. Section 6 contains guidelines for assessing adult literacy materials. Section 7 contains information on lesson planning and includes forms on which lesson plans can be developed. Section 8 contains a 20-item bibliography and six narratives reprinted from articles, speeches, and books. The narratives are "The Concept of the Active Words," by Jonathan Kozol; a speech on the Highlander Citizenship Schools by Bernice Robinson; "Empowerment and Tutoring" by Kathleen Phillips; the summary section of "A Look at Illiteracy in America Today--The Problem, the Solutions, the Alternatives" by Michael Fox; "Literacy/Illiteracy in an International Perspective" by Carman St. John Hunter; and "Popular Education: Concept and Implications" by Francisco Vio Grossi. (CML)

DOCUMENT RESUME

ED 315 650 CE 054 248

Thompson, Lawrence H.
Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-88-31
PUB DATE- 29 Sep 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Adult Vocational Education; Educational Assessment; *Education Work Relationship; *Employment Opportunities; Employment Potential; Job Skills; Labor Force Development; *On the Job Training; *Outcomes of Education; Program Evaluation; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982
The U.S. General Accounting Office studied the characteristics of individual participants in training provided by the Job Training Partnership Act (JTPA), the kinds and intensity of services they received, and the occupations in which they were employed after leaving the program. Visits to 63 randomly selected service delivery areas provided information on 5,500 adult participants, which was included in a database for one complete program year that is projectable to JTPA service delivery areas and program enrollees nationwide. Two significantly different groups of participants and nonparticipants eligible for participation--those who experience less difficulty in the labor market and those who experience more difficulty--were constructed from demographic statistics, employment data, the results of previous research, expert opinion, and multiple regression analysis on Current Population Survey data. The following major findings are reported: (1) the study found little evidence that service was being targeted to those eligible adults whose demographic characteristics suggest they may have been least ready to obtain employment on their own when they came into the program; (2) the least job-ready group tended to receive less intensive services than those who were more job ready; (3) participants obtained jobs with skill levels similar to the skill level of their training, which may indicate that outcomes could be improved if more people were trained for more highly skilled jobs; and (4) some long-term contracts with employers for excessive on-the-job training periods may indicate that they were actually receiving wage subsidies. (CML)

DOCUMENT RESUME

ED 315 663 CE 054 610

Fellenz, Robert A.; Conti, Gary J.
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 44p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN336: $5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Cognitive Processes; *Cognitive Psychology; Cognitive Style; Critical Thinking; Cultural Context; Educational Research; Educational Trends; *Learning Strategies; Memory; Metacognition; Participatory Research; Social Action; *Social Environment
The focus of the adult education field is shifting to adult learning. Current trends are the continued development of the concepts of andragogy and self-directed learning, increased emphasis on learning how to learn, and real-life learning. Cognitive psychology is influencing work in adult learning. The concept of intelligence as it relates to adults is moving away from the notion of IQ toward a recognition that intelligence has multiple aspects. Application of the concept of learning style has been hindered by confusion over terminology and lack of appropriate measurement instruments for adults. The teaching of learning strategies to adults tends to emphasize metacognition, memory, and motivation. Critical thinking is becoming more important in an environment complicated by an information explosion and rapid social and technological change. The influence of the social environment and culture upon learning is also being examined. The goal of learning in the social environment is action, often intended to cause social change. One method increasingly being used is participatory research, the ultimate goal of which is empowerment. Current trends in adult learning research point to a new image of the adult learner as an empowered learner--one who understands the learning process and the social environment and who can respond to the challenges of improving that setting. Adult educators must take a more active stance to meet learner needs for individual development and social reconstruction. The shift of research focus to the adult learner holds potential for mending the fragmented nature of the field of adult education. (145 references.) (SK)

DOCUMENT RESUME

ED 315 676 CG 022 255

German, Karalee T.
Home Is Where the Care Is--A Community Course.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 87
NOTE- 203p.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D12892, free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Resources; Community Services; *Consumer Education; Decision Making; *Family Caregivers; *Older Adults; Program Guides
This community home care program for family caregivers is designed to provide information to family caregivers on ways to provide care more easily in the home by making changes in the home, and drawing on resources from outside the home. It provides guidelines for volunteer "hosts," i.e., persons who coordinate and run the course, on how to assist family caregivers in making important decisions for themselves or their loved ones. These topics are discussed: (1) the decision to host this program; (2) information for the host, such as creating a calendar, publicity for the program, and evaluation of the program; (3) detailed outlines for the host on nine modules including personal care, finances, home environment, mobility, medications, and family interactions; (4) information for caregivers, such as directions for using the caregiver questionnaire and a program overview for the caregiver; and (5) information for guest presenters, including tips for group facilitation, discussing emotions with caregivers, and outlines for the presenters for each of the modules. Two optional resource booklets for use with this program are listed at the conclusion of the manual. (ABL)

DOCUMENT RESUME

ED 315 690 CG 022 269

Walz, Garry R.; And Others
A Technological World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 43p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Uses in Education; Counseling Techniques; Counselor Role; Elementary Education; *Elementary Schools; *School Counseling; *School Counselors; *Technology
This sixth chapter in "Elementary School Counseling in a Changing World" contains four journal articles which focus on technological advances. The articles help elementary school counselors explore their own feelings about technology and learn how technology may be used as a counseling tool. "Role of the Counselor with Computers" by Garry Walz notes that the computer has the potential to affect significantly the role of the counselor and examines changing counselor roles in light of recent computer innovations. "High Touch and High Technology: The Marriage That Must Succeed" by JoAnn Harris-Bowlsbey assists counselor educators, supervisors, and practicing counselors to determine conditions under which high technology alone, high touch alone, or the purposeful combination of the two may be the preferred mode of treatment. "Counselor Computer Competencies" by Don Dinkmeyer, Jr. and Jon Carlson suggests competencies the counselor needs to acquire and provides an introduction to computers and their uses. "Getting Comfortable with Computers" by Richard Nelson and Gerald Krockover lists the benefits of different computer uses for counselors. The chapter concludes with a set of issues for elementary school counselors to consider about a technological world. (NB)

DOCUMENT RESUME

ED 315 704 CG 022 285

Danziger, Sandra; Farber, Naomi
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abortions; *Adolescents; Birth Rate; Contraception; *Early Parenthood; Elementary Secondary Education; Family Planning; Illegitimate Births; Population Trends; *Pregnancy; *Pregnant Students; Prevention; Sex Education; *Unwed Mothers
IDENTIFIERS- ERIC Digests
This digest reviews trends in adolescent sexual activity and discusses conceptual and programmatic approaches to pregnancy prevention. It discusses a pregnant adolescent's choices for resolving an unplanned pregnancy (i.e. abortion, adoption, keeping the baby, and marriage), and the challenges faced by teenage parents. The final section touches on efforts to include young men in efforts to prevent pregnancy, help young parents, and promote more responsible adolescent behavior. (TE)

DOCUMENT RESUME

ED 315 719 CG 022 312

Moglio, Christopher J.
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
PUB DATE- 18 Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Anxiety; Attitudes; *Counselors; *Counselor Training; *Death; *Educational Needs; *Graduate Students; Higher Education; Masters Programs; Sex Differences
IDENTIFIERS- *Death Anxiety
Only recently have mental health professionals realized the importance and impact of death and death anxiety in the lives of individuals, particularly clients. Indeed few empirical studies have examined the levels of death anxiety among clients, much less among counselors or counselors-in-training. The purpose of this study was to examine whether gender, age, and experience with death and/or suicide would influence reported levels of death anxiety, manifest anxiety, and attitudes toward suicide among counselors-in-training (N=55). Significant differences were found between male and female trainees in levels of death anxiety, with females reporting higher levels. When attitudes toward suicide were examined, trainees who had had a direct experience with a friend or family member attempting or committing suicide had a more negative view of the acceptability of suicide than did those without this direct experience. No differences were found between male and female trainees in suicide attitude and manifest anxiety. A possible way to begin dealing with the death anxiety and attitudes toward suicide experienced by counselors-in-training is through educational exposure, specifically with death and dying and the various aspects of suicide. Regardless of the method, the topics of death, dying, and suicide need to be integrated into existing counselor training programs. (ABL)

DOCUMENT RESUME

ED 315 733 CS 009 937

Olson, Mary W.; and Others
Improving Reading and Test Taking Performance of Minority and Majority Students.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Inferences; *Reading Comprehension; *Reading Improvement; Reading Research; Reading Skills; Reading Strategies; *Remedial Instruction; Remedial Programs; Remedial Reading; Scores; *Test Coaching; Testing; *Test Wiseness; Tutoring
IDENTIFIERS- Pre Professional Skills Tests; Reciprocal Teaching; Southwest Texas State University

A study was conducted to increase students' passing rates on the reading subtest of the Pre-Professional Skills Test (PPST) by increasing their ability to answer reading items correctly, increasing their comprehension speed, and increasing their confidence in their test-taking abilities. Subjects were 27 students at Southwest Texas State University who responded to notices announcing tutoring sessions. Tutoring groups formed an augmented sample for which matched pairs were created, for a total of 54 subjects. All subjects were students who had failed th reading subtest by 1 to 10 points and had already used the available resources on campus to no avail. Students in the experimental group met in groups of no more than seven students for 1-hour sessions three times a week for nine weeks. During these sessions the students completed speed comprehension exercises, read passages and completed multiple-choice inference questions, discussed the passages and their choices, and discussed test-taking strategies. Of the tutored students, 63% passed the reading subtest at the next PPST testing session, and 37% failed the subtest. Of the matched students only 25% passed the reading subtest, and 74% failed. The type and quality of the remediation provided for the tutored students was different from the remediation efforts typically available for college-level students. The study used effective teaching practices with reciprocal teaching. The remediation emphasized instruction on identified weaknesses, and the small group instruction model also allowed for affective support of high teacher expectations and confidence based on students' graphed progress. (Twenty-five references are attached.) (MG)

DOCUMENT RESUME

ED 315 748 CS 009 958

Pollock, John S.
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Dec 89
NOTE- 87p.; For 1987-88 report, see ED 313 668.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Early Intervention; Grade 1; Individualized Reading; Primary Education; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Remedial Reading; Underachievement
IDENTIFIERS- *CLEAR Reading Recovery Program; *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1
The 1988-89 Compensatory Language Experiences and Reading--Reading Recovery (CLEAR-RR) Program of the Columbus, Ohio, public schools was implemented to provide early intervention to 283 underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. The program's two major goals were to develop and provide CLEAR-RR for the first grade pupils and to adapt and apply the inservice program for teachers. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. Pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons. Activities included reading and rereading books while the teacher maintained a record of strategies and errors, writing and reading stories, identifying letters, and analyzing sounds in words. The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests (MAT6). Due to the inappropriateness of the pretest and posttest levels and incomplete test data for a number of students, caution is advised in reviewing the results of the study. The evaluation sample was comprised of only 104 pupils. Tables are provided for the posttest scores, but no interpretation of the data is undertaken. Findings support continuation of the CLEAR-RR program. (Eight additional recommendations and 23 tables of data are included; survey instruments are attached.) (RS)

DOCUMENT RESUME

ED 315 762 CS 212 143

Quick, Doris
The Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 27p.; For other reports in this series, see CS 212 137-142.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; Classroom Techniques; *Discussion (Teaching Technique); Grade 11; Grade 12; High Schools; *Literature Appreciation; Mythology; Qualitative Research; Reader Text Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- Antigone; New York; Teacher Researchers
One of a series of six portraits of high school literature classrooms, this paper gives a detailed, evocative characterization of how one "master teacher" introduced, undertook, and guided the study of literature, focusing in particular on how the teacher interacted with students in the context of discussion of a literary work in class. The paper recounts how a teacher-researcher observed an instructional unit of literature by (1) conducting taped interviews with the teacher as well as with his students; (2) gathering lesson plans, study guidelines, and assignments related to the instructional units to be observed; (3) making videotapes of the classes involved; and finally (4) writing a narrative account of what had been observed in the class and what its significance appeared to be. The paper describes eleventh and twelfth graders in a suburban, upstate New York high school in a course in Mythology studying the play "Antigone." The paper discusses the teacher's role as mentor and guide, his experience and adeptness at making the myriad decisions a teacher must make in class, his alertness to students which allows him to make split-second changes in a lesson plan in order to adapt it to students' interests and concerns, and his researching and experimenting to find teaching styles and strategies that work for him. (SR)

DOCUMENT RESUME

ED 315 777 CS 212 214

Butler, Sydney J.; Bentley, T. Roy
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autobiographies; Foreign Countries; Interpersonal Communication; *Lifelong Learning; *Literacy; *Personal Narratives; Self Concept; *Self Expression; *Writing Instruction; Writing Readiness; Writing Skills; Writing Strategies
IDENTIFIERS- Canada; Program Objectives; Writing Functions; *Writing Groups
Lifewriting is a form of autobiographical composition in which the non-expert, or even the beginning writer, tries to capture on paper the raw experiences of a lifetime. The intersections between family history and social or political events provide one set of starting points for the lifewriter who sets out on the neverending journey to capture a life in words. The focus on topics of deep personal interest and a process approach to writing in the supporting environment of a lifewriting group make even the first attempts worthwhile. The initial emphasis of a writing "induction" program on lifewriting is on the participants' experiences, on talking about the experiences with others, and on responding to the questions of the other members of the group as a means to clarify and shape the experience, to give it a beginning and an ending suitable for a story form. Use of the word "induction" instead of instruction can give the leader of a writing group a greater vision of the task, which evolves around three dicta: start, sustain, and propagate. "Start" refers to work on idea-generation and motivation. "Sustain" provides continuing encouragement in the production of artifacts. "Propagate" builds in follow-up activities and resources. The entire process gradually evolves into the joy of self-expression and authorship. (KEH)

DOCUMENT RESUME

ED 315 791 CS 212 239

Strickland, James
Computers and the Classroom: A Look at Changes in Pedagogy.
PUB DATE- 18 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Computer Uses in Education; Educational Technology; Higher Education; *Instructional Innovation; *Microcomputers; Teaching Methods; Word Processing; *Writing Instruction; Writing Teachers
IDENTIFIERS- *Computer Integrated Instruction; English Teachers
The use of computers in the writing classroom changes the actual activities used in class, adapting some present activities and creating new paradigm activities, and also changes the arrangement of the classroom, forcing a radical rethinking of spatial design. The computer classroom is not a passive room, one where information goes out from the teacher to passive receptors; it is an active room where the information flows from writer to computer to readers in the room or on the network. Computers in the classroom change the location of authority, directing focus away from the teacher and the chalkboard and onto the screen, onto the text generated on the computer. In this setting, the teacher acts as facilitator, helping the information flow. Finally, computers in the classroom change the way teachers teach, encouraging veteran teachers to reconsider old ways of teaching composition while they cope with the new technology. (Two appendixes containing illustrations of computer classroom designs and a capsulated comparison between the traditional and computer classrooms are attached.) (KEH)

DOCUMENT RESUME

ED 315 806 CS 506 988

Keyton, Joann
Groups in Action on Prime-Time TV.
PUB DATE- Nov 89
NOTE- 44p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Demography; *Group Dynamics; Interaction Process Analysis; *Interpersonal Communication; *Popular Culture; Television Research; Television Viewing
IDENTIFIERS- Cosby (Bill); Prime Time Television; Situation Comedies; *Small Group Communication; Television Criticism
A study analyzed six prime-time television shows--"The Cosby Show," "Cheers," "Dear John," "Designing Women," "Golden Girls," and "Roseanne"--to examine group communication as it is portrayed on a daily basis in these shows, or how groups interact in the sitcom genre. One episode of each of the six 30-minute shows was selected for analysis, in each case an episode that centered around a group of characters and their interaction. Sequentially fragmented, edited versions that contained only the scenes where group interaction occurred were diagrammed and accompanied by a synopsis of the scene, an identification of the group unit, and an identification of the apparent group purpose. Several general themes came through in the episodes examined: (1) even though the shows use a group context for interaction, group interaction generally means personal problem solving; (2) while there are differences in the dominance of the members, the differences in friendly and unfriendly behaviors are the ones that give the groups their flavor; (3) non-central characters in the story lines are the ones most often in the swing area between the dominant subgroups of the story; and (4) work is romanticized. Future research on group communication might work toward new definitions of the nature of group goals and group tasks; more detail about group interaction is needed. (Thirty-seven references, six diagrams, two tables of data, and a chart are included, and an appendix detailing group shows considered for analysis is attached.) (SG)

DOCUMENT RESUME

ED 315 820 CS 507 058

Walker, Gregg B.
Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Communication Research; Conflict Resolution; Interdisciplinary Approach; Organizations (Groups); *Peace; Publications; Research Needs; Resources; Scholarly Journals
IDENTIFIERS- Forums; Interdisciplinary Cooperation; *Peace Education; *Peace Studies
A number of academic and professional organizations offer peace communication scholars opportunities for cross-disciplinary dialogue. These include the: Consortium of Peace Research, Education, and Development (COPRED); Peace Studies Association; International Peace Research Association; Peace Science Society (International); International Studies Association; and International Association of Conflict Management. In addition to academic organizations, specialized conferences which may interest peace communication researchers are regularly listed in the "COPRED Peace Chronicle." A variety of academic journals appear receptive to interdisciplinary peace studies work, including peace communication scholarship. These include: "Peace and Change", a Journal of Peace Research, Norway's "Journal of Peace Research" and "Bulletin of Peace Proposals," "International Journal on World Peace," "International Studies Quarterly," "Internatonal Journal of Conflict Management," Canada's "Peace Research," Australia's "Pacific Research," and Sweden's "Bulletin of Peace Research." Major issues and contexts of peace and conflict generate other publications which can be identified. The "Peace Research Abstracts Journal" also provides the peace scholar with a unique source of information. A few of the professional enrichment opportunities for peace communication scholars include the: University of California Institute on Global Conflict and Cooperation's Summer Seminar, MIT/Harvard Program, Five College Program in Peace and World Security Studies, University of Wisconsin's Center for International Cooperation and Security Studies, and University of Hawaii's Pacific Peace Seminar. Peace communication scholars can play an active role in campus-wide peace education by teaching peace courses, working to establish a peace studies program, and incorporating communication courses into peace studies curricula. (MG)

DOCUMENT RESUME

ED 315 834 CS 507 082

Rudnick, Janine; Roth, Nancy
Communication about Uncomfortable Topics: A Test of Goffman.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Analysis of Variance; *Communication Problems; Communication Research; Death; Diseases; Drug Use; Homosexuality; *Interpersonal Communication; Questionnaires; Sex Differences; Sexuality; Social Cognition
IDENTIFIERS- Controversial Topics; Goffman (E); *Indirect Speech; Taboos
A study investigated the extent to which members of a state agency reported that they are comfortable talking about Acquired Immune Deficiency Syndrome (AIDS) and the attendant topics of sex, homosexuality, intravenous drug use, death, and disease and the extent to which they use direct talk and indirect talk when they communicate about these topics. Three hundred seventy-three members of a state agency in a small southwestern city completed a questionnaire prior to receiving a 2-hour training session about AIDS. Subjects reported relative comfort in talking about all of these topics when directly asked to rate their level of comfort. In talking about AIDS, 81% of the subjects reported using direct forms of communication, and 43% used indirect forms. Analysis of variance yielded statistically significant differences between men and women on their comfort levels in discussing AIDS. There were no significant gender differences on the other taboo topics. Significant differences also existed between religious attenders and non-attenders. There were no significant patterns with other demographic variables. Correlations between comfort level and use of direct and indirect communication revealed that men reported significantly less comfort in talking about AIDS and reported significantly greater use of indirect forms of communication than women. (Three tables of data are included and 32 references are attached.) (MG)

DOCUMENT RESUME

ED 315 849 EA 021 536

Trochinski, Gerald L.
Teacher Attitudes toward Evaluation.
PUB DATE- Oct 88
NOTE- 8p.; Paper presented at the Fall conference of the Association of Wisconsin School Administrators (Lake Geneva, WI, October 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Excellence in Education; Instructional Improvement; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Placement
The purposes of evaluation are to improve instruction and to make administrative decisions about teacher retention and placement. The administrative reasons for evaluation are overshadowed by the charge to improve instruction, which in turn improves student learning. Teachers who have negative or neutral attitudes toward evaluation are less likely to profit from evaluation than teachers who have a favorable attitude toward evaluation. The interaction between teachers and supervisors, the knowledge of the criterion to be used in evaluation, the frequency of evaluation, and the awareness of motivational factors are key elements in the development of teacher attitudes toward evaluation. Teacher attitudes toward evaluation significantly affect the impact evaluation has on improvement of instruction. (SI)

DOCUMENT RESUME

ED 315 864 EA 021 578

Aurnague-DeSpain, JeanMarie; Baas, Alan
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Freedom; *Censorship; Curriculum Evaluation; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Materials; Intellectual Freedom
IDENTIFIERS- ERIC Digests
What schools should teach and what materials they should use are fundamental questions. Censorhsip of K-12 curriculum materials threatens academic freedom, diversity of thought, and other important educational values. The definition of censorship is itself the subject of disagreement. Censorship cannot be clearly distinguished from the gatekeeping function that is exercised by those who select materials for use in schools. The legal trends in censorship issues, as they can be deduced from Supreme Court cases, are very broad and appear to be allowing schools broad discretion with respect to curriculum materials, methods, and programs. Good internal communications and public relations offer the best way to avoid unnecessary controversy. The district must specify criteria for making curriculum judgments, identify personnel to make those decisions, and provide written rationales for including or excluding potentially controversial materials. Educators should follow clearly defined procedures from initial response to a complaint through to its resolution. (8 references) (SI)

DOCUMENT RESUME

ED 315 878 EA 021 604

NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 89
NOTE- 52p.
AVAILABLE FROM- Order Department; National Association of Independent Schools, 75 Federal Street, Boston, MA 02110 ($10.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Boarding Schools; Coeducation; Day Schools; Elementary Secondary Education; Foreign Countries; *Private Schools; Profiles; *Salaries; *School Personnel; *School Statistics; School Surveys; Single Sex Schools; Tables (Data); Teacher Salaries; *Tuition
IDENTIFIERS- Canada

This report summarizes information provided by 854 National Association of Independent Schools (NAIS) active member schools surveyed in the spring of 1989. It includes tuition, teacher salary, and administrator salary data for the 1989-90 school year. Data are reported in an aggregate manner according to common classifications of school type, school size, and geographic region. The report also discusses and analyzes tuition and salary trends, adjusting for changes in the cost of living over time. The base year for analysis has been set at 1981-82. Other trend years include 1985-86 and 1987-88 through 1989-90. Median figures are used to summarize trend data in this report. Tuition and salary data from the survey of 33 Canadian member schools are summarized in 4 tables out of a total of 42. Among the report highlights are the following: (1) the day student median tuition of 1989-90 is $5,987, representing an aggregate increase of 8.3 percent over the past year; (2) teacher median salaries rose 7.1 percent to $24,413 in 1989-90; and (3) head median cash salaries increased by 8.3 percent to $65,000 for 1989-90. (MLF)

ED 315 505 CE 052 377

Mannebach, Alfred J., Comp.; Bowen, Blannie E., Comp.
Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
PUB DATE- May 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Agricultural Education; Cognitive Style; College Programs; *Educational Research; Exceptional Persons; Farmers; Institutional Mission; Job Satisfaction; Land Grant Universities; Marital Satisfaction; Microcomputers; Postsecondary Education; Problem Solving; Program Administration; *Program Improvement; *Research Design; Research Reports; Secondary Education; Special Education; Student Attitudes; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- 4 H Programs; Pennsylvania

This document contains 10 papers selected for presentation at a research conference on agricultural education. The titles are as follows: "Agriculture Students and Their Problem Solving Skills" (Rollins); "Agriculture Students' Preferred Styles of Learning" (Rollins); "Identification of Curricular Strategies for Enhancing Undergraduate Experiences in Colleges of Agriculture" (Lyons, Yoder); "Identification of Teaching Techniques, Strategies, and Styles for Use with Special Needs Students Enrolled in Vocational Agriculture" (Conroy, Baggett); "Relationships between Job and Marital Satisfaction of Secondary Agriculture Teachers and Their Spouses" (Cochran, Lawrence, Odell, and Gartin); "Job Satisfaction of College of Agriculture and Forestry Teaching Faculty at West Virginia University" (Cowie, Gartin, Odell, and Lawrence); "Major Problems Encountered in Administering Vocational Agriculture as Perceived by State Vocational Agriculture Supervisors in the United States" (Smith, Lawrence, Gartin, and Odell); "Microcomputer Use and Resulting Educational Needs of Farmers" (Escolme, Lancs, Bowen, Miller); "Perceptions of Agriculture Faculty at Land Grant Institutions in the Northeastern United States Concerning the Land Grant Mission" (Snively, Odell); and "Stakeholder Perceptions of Pennsylvania 4-H" (Etling). Also included in the proceedings are critiques of each paper. (KC)

ED 315 518 CE 053 757

Butler, Erik Payne
The Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 28p.; Paper commissioned for the Conference on Outcome-Based Policy Options for Vocational Education (Washington, DC, June 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Educational Improvement; Employment Programs; Federal Legislation; Federal Programs; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; *Standards; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982
During the years since 1982 when the Job Training Partnership Act (JTPA) was passed, program and management practices have evolved in ways quite different from JTPA's much-criticized predecessor, the Comprehensive Employment and Training Act (CETA). The most significant evolution has been the strongly results-driven nature of the program accompanied by the development of formal national, state, and locally administered systems of outcome measures and standards for aggregated program achievement performance standards. Two other practices that have evolved over the several years of full implementation of JTPA have been performance-based contracting and competency-based programming. The performance standard approach has much in its favor, notwithstanding important issues about its effects on the design of programs and the selection of clients. The performance contracting system may conceal rather than reduce administrative costs, and it may result in serving only those clients easiest to train and place; however, it has merit. Finally, the competency-based program movement has been slower to develop and is harder to evaluate, although it has good points. These three aspects of the JTPA have implications for adult vocational education. JTPA has shown that is possible to establish a program driven by clear, measurable outcomes, and vocational education should move in that direction. At the same time, JTPA could use the training expertise of vocational education. (46 references.) (KC)

ED 315 583 CE 054 054

Training Hispanics: Implications for the JTPA System. Special Report Number 27.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jan 90
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Community Programs; Compliance (Legal); *Disadvantaged; *Eligibility; *Employment Programs; Federal Legislation; *Federal Programs; *Hispanic Americans; *Job Training; Minority Groups; Postsecondary Education; Program Implementation; Program Improvement; Standards; State Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This report (1) focuses on issues that have caused Hispanics to be underserved by training programs funded under the Job Training Partnership Act (JTPA); (2) discusses the implications of these issues for the success of the JTPA system in meeting its goal of training economically disadvantaged people; and (3) presents specific recommendations for improving the system's ability to meet this goal. Based on six national hearings, the report describes how the system operates from the perspectives of those who run it at the state and local levels. Following an introduction to the problem, the report begins by discussing how the amount of JTPA funds and the formula for distributing them across the nation have affected Hispanics' opportunities for participating in training. The next section explains how the law's criteria for determining eligibility unintentionally make many economically disadvantaged Hispanics ineligible for Title IIA programs. This section also discusses the documentation required to verify eligibility and how these requirements affect Hispanics' interest in participating. The next two sections turn to decisions made at the state and local level. These sections make two points. First, the presence of Hispanics (or others willing to act as their advocates) in policymaking positions can be critical to the direction the programs take. Second, the ways states and localities implement several of the functions assigned to them by JTPA strongly affect the likelihood that economically disadvantaged Hispanics will enroll. The final section provides conclusions and recommendations. Appendices contain: (1) a list of the six hearings with names of the witnesses who appeared at the hearings; (2) a discussion of data problems as a possible explanation for Hispanics' underrepresentation; and (3) a description of "The Hispanic Factor" in the performance standards adjustment models of the U.S. Department of Labor. (KC)

ED 315 623 CE 054 180

Callender, Willard D., Jr.
Self-Education: The Founding of Adult Education--Part II.
PUB DATE- Oct 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989). For part I, see CE 054 179.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Adult Programs; *Andragogy; *Definitions; *Educational Philosophy; *Foundations of Education; Higher Education; Models; Teaching Methods

After recapitulating certain problems with current conceptions of the profession of adult education and stating a design problem for the reinvention of the field, this paper argues that adult education can best be seen as "self-education." A beginning definition and concept of that term is described, along with a model and supporting guides for conducting self-education. The paper concludes with an examination of why the profession of adult education would be founded more soundly on this basis than upon its current assumptions. (Author/KC)

ED 315 677 CG 022 256

Katzowitz, Lauren
Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
Aspen Inst. for Humanistic Studies, Truro, MA.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Aging (Individuals); *Appropriate Technology; Communication (Thought Transfer); Computers; *Frail Elderly; Futures (of Society); *Information Technology; *Older Adults; Television
The emphasis of this report is on the words "frail" and "home." Previous conferences in this inquiry concentrated on the needs and interests of the aging well population. This meeting focused on those whose full enjoyment of life is hampered by impairments to mobility, vision, hearing, memory, etc. The main interest was in the cognitive and psychological requirements that arise out of such impairments or the threat of them. The charge was to identify and assess new technology applications that might in time be of special value to sizable segments of the elderly population. Factors which would be required to promote further development and acceptance were considered. Five themes emerged: (1) how to define "frail" and the implications of various definitions for focus; (2) the distinction between medical care for disease and injury and medical care for routine slow degeneration of aging; (3) adapting technology for use by the frail elderly themselves as distinct from adapting technology for use by caregivers; (4) American cultural attitudes toward the frail elderly as compared with those of other cultures; and (5) reliance on personal experience in relating to the subject. (ABL)

ED 315 691 CG 022 270

Gysbers, Norman C.; And Others
A Changing World of Work.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 46p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Awareness; Change; Counseling Techniques; Counselor Role; Elementary Education; *Elementary Schools; Employment; *School Counseling; *School Counselors
This seventh chapter in "Elementary School Counseling in a Changing World" discusses theoretical and practical issues related to career development and offers suggestions to help elementary school counselors promote students' career exploration. Four journal articles are included. "Major Trends in Career Development Theory and Practice" by Norman Gysbers looks at predominant trends that may have substantial impact on the future of career development theory and practice. Four major trends are traced and summarized and then brought together to create a clearer picture of the future of career development. "The Impact of Technology on Occupational Change: Implications for Career Guidance" by Kenneth Hoyt presents basic facts on a number of aspects of the impact of technology on occupational change, and looks at this situation in the United States. "Using Books to Enhance Career Awareness" by Nancy Staley and John Mangieri provides a bibliography of suggested readings to enhance career awareness, which should be useful to teachers and counselors. "The Art of Career Exploration: Occupational Sex-Role Stereotyping Among Elementary School Children" by Mary Bowe Hageman and Samuel Gladding describes a study conducted to obtain further information in the field of occupational sex-role stereotyping among elementary school children. The chapter concludes with a set of issues for elementary school counselors to consider about a changing world of work. (NB)

ED 315 705 CG 022 286

Golden, Larry
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Problems; Counselor Role; Elementary Secondary Education; *Family Counseling; *Family Environment; Family Problems; Family Relationship; *Milieu Therapy; Parent Child Relationship; Parent Counseling; Parent School Relationship; *Systems Approach
IDENTIFIERS- *Brief Family Consultation; ERIC Digests
This digest describes brief family consultation, a short-term strategy that enlists the home and school in an attempt to solve childhood behavior problems. Five criteria are given for assessing the functional status of a family: (1) parental resources; (2) chronicity; (3) communication between family members; (4) parental authority; and (5) rapport with professional helpers. Limitations of this approach are considered. (TE)

ED 315 720 CG 022 313

Dansby, Virginia Smejkal
Second Generation Effect of Vietnam: Adolescent Children of Combat Veterans.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Children; Depression (Psychology); Emotional Problems; High School Students; Parent Child Relationship; Secondary Education; Social Problems; *Vietnam Veterans

Although extensive research has focused upon the adjustment problems of the veterans of the Vietnam conflict, little data is available concerning their children. The purpose of this study was to provide a description of the adolescent children who have lived with Vietnam combat veteran fathers, comparing them (on the basis of social and personal adjustment, relationship with their parents, personality development, and a few personal choices and opinions) with a control group of children whose fathers were not in Vietnam. The experimental group, consisting of 14 girls and 14 boys from a high school in West Virginia, and a control group of equal size, age, and gender were compared on grade point average, school absences, achievement test scores, the Behavior Rating Profile, the Beck Depression Inventory, the Child's Attitude Toward Father and Mother, the High School Personality Questionnaire, and a demographic questionnaire. The results indicated that the children of combat veterans were significantly more troubled. More specific information concerning the child's perceptions of the problem areas and family dynamics would be particularly valuable. Just as their fathers deserve special recognition for the sacrifices which they have made, so their children are entitled to careful observation to detect possible impairment and a more comprehensive investigation into the issue of secondary traumatization. (ABL)

ED 315 749 CS 009 961

Maria, Katherine; Johnson, Joanne Mons
Correcting Misconceptions: Effects of Type of Text.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Content Area Reading; Gifted; Grade 5; Grade 7; Intermediate Grades; Junior High Schools; Middle Schools; *Misconceptions; Reading Comprehension; Reading Research; Scientific Concepts; *Text Structure
IDENTIFIERS- *Expository Text; *Narrative Text; Text Factors
A study investigated whether presenting scientific information about seasonal change in a narrative which is also a refutation text will promote learning of the information more than presenting it in an expository text which is either a considerate refutation text or an inconsiderate non-refutation text. Subjects, 123 seventh grade students and 129 fifth-grade students in gifted and talented programs of two large urban school systems, read either a text that made no mention of misconceptions about seasonal change, or a text that directly refuted misconceptions, or a narrative which addressed misconceptions about seasonal change. Subjects were administered a vocabulary test, a misconception test, and an application test. Results indicated: (1) subjects who read the narrative text consistently scored higher than subjects who read either of the other types of texts; (2) the expository text which considered misconception was only better than the expository text which did not consider misconceptions on the measure of immediate misconception test; and (3) fewer seventh graders than fifth graders held misconceptions of seasonal change. (Three tables of data are included; 19 references are attached.) (RS)

ED 315 778 CS 212 216

Eastman, Susan Tyler; And Others
Writing with Computers: Accommodation, Achievement, and Attitudes.
PUB DATE- May 89
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Computer Assisted Instruction; Grade 8; Junior High Schools; Microcomputers; Middle Schools; *Models; *Student Attitudes; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Computer Users; *Writing Attitudes; Writing Functions; Writing Implements

A three-year study examined the efficacy of microcomputers in the teaching of writing in the regular school classroom and combined experimental and observational methods to develop a model of effective application of computers to the eighth-grade writing skills situation. Divided into control, mixed, and experimental classes, 281 students in six classes using computers were compared with 231 students in nine classes using paper and pencil and 212 students in nine classes in a mixed treatment, using computers as well as paper-and-pencil. Results showed that a computer was needed for each individual student during every class meeting to maximize the value of using word processing. In the fully computerized treatment, students demonstrated greater use of high-level editing than in the paper-and-pencil or mixed treatments, and students who used computers developed more positive attitudes toward revision, drafting, and learning to use computers than those who had only brief or no exposure. Results suggested 14 design criteria to weigh in effective computerization of writing classrooms, and writing instruction was most effective in brief, immediately applied "mini-units" rather than in longer lessons. Student work was initially slower and more asynchronous among members of a class, and teaching was most effective using process-based and cooperative learning strategies. Student use of printers was key to increased feedback from others, leading to increased revising and editing of their work. The model illustrates the contributions of computers, printers, lessons, and learning environment to the development of mature writing skills. (One figure and four tables of data are included; 40 refrences are attached. (KEH)

ED 315 792 CS 212 241

Vultaggio, Barbara
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-09-8
PUB DATE- 89
NOTE- 91p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 ($9.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audience Awareness; *Class Activities; Creative Writing; Descriptive Writing; Expository Writing; High Schools; Lesson Plans; *Teacher Developed Materials; Teaching Methods; Writing Assignments; *Writing Skills
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for developing high school students' writing skills. The 37 lesson plans in this book are divided into four sections: (1) descriptive; (2) audience/voice; (3) expository; and (4) creative. A user's guide, activity chart, and a 22-item annotated bibliography of related sources in the ERIC database are included. (RS)

ED 315 807 CS 507 001

Williams, David E.
Rhetoric of the Temperance Movement: Ohio's Contribution.
PUB DATE- Sep 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association of Ohio (Cincinnati, OH, September 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Interpersonal Communication; Models; Persuasive Discourse; Research Methodology; *Rhetoric; Rhetorical Criticism
IDENTIFIERS- Nineteenth Century Rhetoric; *Ohio; Rhetorical Community; *Social Movements; Temperance Movement
Instead of adopting or developing a theoretical or methodological approach to social movement study, researchers might benefit from gathering an understanding of a particular movement's history by narrowing the focus of the study for rhetorical analysis. Convention papers and journal articles should identify a specific stage, sub-group, person, or speech for rhetorical analysis. The changing needs and constraints of a social movement necessitate this approach. Differing stages or rhetors in a movement will present differing rhetorical strategies. For example, the Temperance Movement in the United States provides communication scholars with a complete protest movement. One approach would be to use a narrowed focus on a particular issue, such as Ohio's contribution to the Temperance Movement, particularly that of the two significant rhetorical forces of: (1) the Anti-Saloon League's American Issue Publishing Company; and (2) the Women's Christian Temperance Union's roots in Ohio. These two factors illustrate the rhetorical impact on the inception and growth of the movement. (KEH)

ED 315 835 CS 507 083

Bach, Betsy Wackernagel
Communication in New Faculty Socialization: An Extension of Teacher Communication Concern.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; Communication Research; Communication Skills; Faculty College Relationship; Faculty Development; Higher Education; Teacher Effectiveness; *Teacher Role; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- Communication Strategies; Communication Styles; *New Faculty
A study on teacher communication concerns explored the following questions: (1) to what extent is communication concern expressed after the first quarter of college teaching, and (2) does the type of communication concern expressed vary by quarter? The experiences of two new faculty members at a western university provided the data source for the study. The first data source was a measurement of the faculty members' concerns about communication. The second source of data ws a series of 1- to 2-hour interviews with the new faculty members, conducted at approximately 2- to 3-week intervals. A total of 103 communication concerns were identified during the academic year by the two new faculty. While the number of concerns expressed during the autumn quarter were significantly greater, the expression of concern continued after the initial quarter of teaching. Concerns about self, task, and impact were expressed during all three quarters and not in a systematic or sequential manner. (MG)

ED 315 850 EA 021 538

Stromquist, Nelly P.
The State and Gender Equity in U.S. Education.

PUB DATE- Jul 89
NOTE- 51p.; Revised version of paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Course Content; Educational Administration; *Educational Legislation; Elementary Secondary Education; Equal Education; *Federal Legislation; *Females; Laws; School Organization; *Sex Discrimination; *Sex Fairness; Teacher Education

To improve the condition of women in education, women have utilized legislation, particularly federal legislation. Three main federal statutes have protected women's rights in education since 1972. These are the Title IX of the Educational Amendments Act of 1972, the Women's Educational Equity Act passed in 1975, and the Vocational Amendments Act of 1976. In addition, 13 states have enacted legislation that parallels Title IX, and 31 states have some legislation prohibiting sex discrimination in primary and secondary education programs. The implementation of the three federal laws dealing with gender equity are reviewed in detail. The specific changes and achievements have occurred in the areas of textbook materials, curriculum content, teacher training, access of women to advanced educational programs, presence of women in educational institutions as faculty and administrators, and incentives for students. Several elements exist between the legislation and the observed outcomes; these elements focus on inputs in place, transformations in educational organizations, and transformations in students. Ten tables are appended. (34 references) (SI)

ED 315 865 EA 021 579

Klauke, Amy
Coping with Changing Demographics. ERIC Digest Series Number EA45.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cultural Differences; *Educational Development; Educational Improvement; Elementary Secondary Education; *Enrollment Rate; Migration; *Migration Patterns; Public Schools; *School Demography; *School Effectiveness; Sociocultural Patterns
IDENTIFIERS- ERIC Digests

Studying local and national population distribution, as well as economic and social patterns, is becoming crucial for educators who serve rapidly changing communities. School officials should take into consideration the tremendous diversity in cultures, economic and family situations, and educational levels existing within an ethnic group. Several social and economic patterns characterize today's student population: (1) low income, two-income, single-parent, and homeless families are all on the rise; and (2) drug and alcohol abuse, pregnancy, suicide, and teenage dropout rates continue to challenge school districts. School officials can investigate demographic changes in their district in several ways, but it is recommended to compare enrollment by grade level to establish migration rates. As a result of shifting cultural makeup of student enrollment, the nation's schools will have to create productive, multicultural environments and address issues of racism and ethnicity. Comprehensive help to at-risk and low-achieving students is recommended. (11 references) (SI)

ED 315 879 EA 021 605

Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
Hawaii State Office of the Legislative Auditor, Honolulu.
PUB DATE- Feb 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Administration; Educational Assessment; *Educational Legislation; *Educational Quality; Elementary Secondary Education; Higher Education; *Money Management; State Legislation
IDENTIFIERS- *Administrative Flexibility; *Hawaii

Acts 320 and 321, SLH 1986, temporarily granted broadened administrative flexibility to Hawaii's two educational agencies--the Department of Education (DOE) and the University of Hawaii (UH). Under these two acts, the Office of the Legislative Auditor was directed to assess and evaluate the impact of the flexibility legislation--especially its impact on the quality of education rendered by the two agencies--and report back to the legislature, particularly with regard to whether the legislation should be kept in effect or allowed to expire on June 30, 1989, as provided for in the two acts. This report is divided into four chapters. Chapter 1 consists of an introduction and some background information, including a summary of the findings and recommendations contained in the two preceding interim reports. Chapter 2 discusses the executive and educational agency perspectives on administrative flexibility. Chapter 3 is the central chapter and provides an update on the actual implementation of Acts 320 and 321, SLH 1986, within each of the two educational agencies. This is followed by a review in chapter 4 of educational assessment activities in the UH and DOE. Recommendations to the 1989 Legislature are made regarding extension or nonextension of the legislation beyond the June 30, 1989, expiration date. (18 references) (SI)

ED 315 531 CE 053 770

Vaughan, Roger J.; Berryman, Sue E.
Employer-Sponsored Training: Current Status, Future Possibilities.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 32p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; Career Ladders; *Corporate Education; Disadvantaged; *Employer Employee Relationship; *Job Training; Labor Force Development; *Outcomes of Education; Skill Development; *Student Characteristics; Trainers; Training Objectives; Work Environment
This document summarizes the conclusions of research papers and participant discussions at a conference on employer-sponsored training in 1988. Following an introduction, the first section offers support for the statement that employers invest heavily in training their best-educated and trained employees. The following are among the conclusions reported: (1) employer-sponsored training accounts for about two-fifths of U.S. investments in human capital; (2) company-sponsored training is complementary to, not a substitute for, investments in academic and problem-solving skills; (3) low income employees are poorly educated and receive little training from employers; (4) nonwhite employees are less likely than white employees to be trained by employers; and (6) women are more likely to enroll in training programs without employer sponsorship and are less likely to receive training from employers. The second section addresses the statement that employer-sponsored training raises employees' wages and improves their employability more than other forms of training. Among the conclusions reported are the following: (1) whether employers over- or underinvest in training is not known; and (2) trained workers are less likely to quit their jobs. The third section supports the statement that slowing work force growth, expanding trade, and accelerating technological advances are changing the nature of work, the skills required, and the level and type of employers' investments in training. The fourth section considers what is involved in the participants' pledge to promote employer-sponsored training, strengthen academic and problem-solving skills, use training institutions more effectively, and rethink the postsecondary education and training system for the disadvantaged. The document concludes with 15 unanswered questions that suggest further research. (CML)

ED 315 543 CE 053 790

Tuma, John E.; And Others
Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 111p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Course Selection (Students); *Credits; Enrollment Rate; *Enrollment Trends; *High School Graduates; High Schools; School Demography; School Statistics; *Student Characteristics; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Survey Youth Cohort; Study of Academic Prediction and Growth

This report analyzes the course-taking patterns of public high school graduates between 1969 and 1987, based on transcript data from four national studies of high school students: the Educational Testing Service's Study of Academic Prediction and Growth (1969); the National Assessment of Educational Progress (1987); High School and Beyond (1982); and the National Longitudinal Survey--Youth Cohort (1975-82). The study showed that between 1969 and 1987, public high school graduates consistently earned more high school credits on average than had the graduates of prior years. During the 18 years, there have been two distinct trends in course-taking patterns in the academic curriculum. Students tended to earn a relatively high number of academic credits in 1969; the number of credits then declined, to a low in 1979-82, and then began to increase again, reaching the highest level in 1987. The increase since 1979 occurred mostly in mathematics and science courses, whereas foreign languages and social studies declined. Asian student earned more academic credits than any other racial/ethnic group. Participation in the vocational curriculum by high school graduates was almost universal between 1969 and 1987. The average number of credits in vocational education by high school graduates increased rapidly between 1969 and 1975-78, peaked in 1979-82, and then declined slightly through 1987. However, graduates still completed more vocational credits in 1987 than in 1969. (Twenty-six tables, 19 figures, and an appendix containing technical notes are included in this report.) (KC)

ED 315 556 CE 053 954

Potter, Charles, Comp.
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
SPONS. AGENCY- Department of Education, Washington, DC.; United States Government Printing Office, Washington, DC. Academic Advisory Council.
PUB DATE- 25 May 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; *Business Responsibility; *Functional Literacy; *Literacy Education; Printing; *Publishing Industry
IDENTIFIERS- *Workplace Literacy

Materials from the Literacy Symposium that begin this document are a letter of support from Barbara Bush, a symposium agenda, and lists of panel participants, speakers, symposium staff, and members of the Academic Advisory Council to the U.S. Government Printing Office. These are followed by 21 pages of quotes from particpants. Those quoted include Harvey Levenson; Ralph Kennickell, Jr.; David Herman; Benita Somerfield; Donald Eklund; John Cole; John Alexander; Debra Wilcox-Johnson; David Jacobson; Tom Morganthau; Walt Lypka; Thomas R. Plough; Raymond Prince; Jack Kronenberg; Edwin Brewin; Joan Baraloto; Taiga Ermansons; Margot Woodwell; Carolyn Ebel Chandler; Dan Lacy; Gerri Fiala; Alan King; Raymond Luca; Marsha Horn; Joe Metcalf; Keith Stenejhem; Bert Bassett; Nicholas Chiapelas; Glenn Bobb; James Ratcliffe; Richard Burnham; Ed Kelly; William Bennett; Bill Goodling; William Hohns; John Corcoran; and Rob McCord. Following the quotes from individuals are discussion group reports provided by Bill Downs, Scott Williams, David Vequist, Bob Stechschulte, Jack Nuchols, Charles Potter, Al Hoffarth, and Tom Gray. Concluding the document are the complete text of the remarks made by William Hohns ("The Challenge of Literacy") and letters to executives at Graphic Arts Show Corporation and Printing Industries of America, Inc., asking for the their cooperation in the adult literacy effort within the graphics arts industry. (CML)

ED 315 570 CE 054 032

Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
American Vocational Association, Alexandria, VA. Agricultural Education Div.
PUB DATE- 2 Dec 88
NOTE- 364p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Production; *Agricultural Trends; Cooperative Education; Decision Making Skills; *Educational Research; Elementary Secondary Education; Enrollment Trends; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Research Methodology; Safety Education; Student Organizations; Student Recruitment; Teacher Attitudes; Teaching Methods; *Vocational Education; Work Experience Programs
IDENTIFIERS- 4 H Programs

This document contains 36 papers, most with critiques. Selected titles include "Qualitative Evaluation of the Strengths and Weaknesses of Pennsylvania's 4-H Program" (Etling); "Cognition Level of Instruction and Student Performance among Selected Ohio Production Agriculture Programs" (Cano, Newcomb); "Critical Thinking Skills of Agriculture Students" (Rollins, Miller, Kahler); "Factors Influencing the Decline in Enrollment of Junior High 4-H Club Members" (Burnett, Louque); "Factors Influencing the Occurrence of Adult Agricultural Education Programs" (Christmas, Warmbrod); "Factors Related to the Decisions of Rural Public High School Students to Participate in Vocational Education" (Elliot, McCracken); "Faculty Development Needs of Nevada Cooperative Extension" (Walters, Haskell); "How Practicing Agricultural Education Teachers View Preservice Courses with Implications for Teacher Education Reform" (Hillison, Burke); "Impact of Teacher Personality on Classroom Environment" (Barrett, Walla);

"Integrating Biology and Agriculture" (Roegge, Russell); "Learning Styles Preferred by Students in Agriculture" (Rollins, Miller, Kahler); "Longitudinal Study of Undergraduate Agriculture Majors" (Tayson, Lee, Bowen); "Mission and Obstacles for Research in Agricultural Education" (Shinn, Buriak); "Participation and Persistence in Continuing Lifelong Learning Experiences of the Ohio Cooperative Extension Service" (Van Tilburg); "Perceptions of Secondary Agricultural Science Teachers toward Proposed Changes in Agricultural Curricula in Texas" (Norris, Briers); "Perceived Impact of Educational Reforms on High School Vocational Agriculture Programs" (Byler, Lamberth, Fletcher); "Preparedness for Teaching Vocational Agriculture" (Moss, Borne); "Problem-Solving Skills of Agricultural Education Undergraduates when Completing Mathematical Word Problems in Agricultural Mechanics" (Gliem, Elliot); "Relationship of Supervised Occupational Experience Program Scope to Student Achievement in Vocational Agriculture" (Arrington, Cheek); "Student Misbehavior in Vocational Agriculture and Other Vocational Programs: A Comparison" (Moore, Burnett); "Teaching Critical Thinking as Perceived by Iowa Vocational Agriculture Instructors" (Ware, Kahler); "Impact of an Experienced-Based School Enrichment Program in Plant Science on Third Grade Students' Self-Esteem" (Cantrell, Goodson); "Vocational Enrollment Patterns and Occupational Aspirations of American High School Students in 1982: A Causal Analysis" (Smick, Camp); "Vocational Supervisor Burnout and Job Satisfaction" (Barrick, Clark, Newcomb); and "Directing Future Research Efforts in Agricultural and Extension Education through a Matrix" (Crunkilton). (KC)

ED 315 596 CE 054 073

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- Sep 85
NOTE- 45p.; For related documents, see CE 054 072-074 and CE 054 076.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Basic Skills; *Data Analysis; *Data Collection; Educational Administration; Functional Literacy; *Literacy Education; *Management Information Systems; Program Effectiveness; Program Implementation
IDENTIFIERS- *Adult Literacy Information and Evaluation System; *New York (New York)

This document describes the data collection and analysis design used by the Adult Literacy Information and Evaluation System (ALIES), which is the management information system for New York City's citywide adult education program expansion effort begun in 1984. Chapter 1 describes the system's background. Chapter 2 explains five issues that affected its development, including the fact that literacy providers already had systems in place; the length of time necessary for preparing to collect data; the range of questions about New York City's literacy program needing answers; progress made in integrating the city and state reporting requirements; and the need for keeping student identities confidential. Chapter 3 addresses the system's conceptual framework, including its functions for tracking, monitoring, conducting research, evaluating, and conducting in-depth investigations. Chapter 4 describes the system's methodology by describing its component parts, including its data sets; forms, documents, and supplements; data collection and entry procedures; and reports that may be generated through the system. Chapter 5 describes the development of the system by displaying by year the input, processing, output, and summaries the system produced from 1984-85 through 1987-88. Appendix A contains sample forms used to enter data into the system and reports generated by the system. Appendix B contains a list of supplemental materials available about the ALIES design. (CML)

ED 315 638 CE 054 215

Fahy, Patrick J.
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
Alberta Vocational Centre, Edmonton.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).; Keewatin Regional Education Authority, Rankin Inlet (Northwest Territories).
PUB DATE- Jul 89
NOTE- 145p.; For related reports, see ED 298 297, ED 303 611, and ED 305 461.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Chemistry; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Education Work Relationship; Employment Potential; *Eskimos; Foreign Countries; *Individualized Instruction; *Job Skills; Mathematics Education; Physics; Science Curriculum; Student Attrition
IDENTIFIERS- *Northwest Territories; Tests of Adult Basic Education
This 2-year project attempted to improve local employment prospects of young adult Inuit in seven communities in the Keewatin Region in the Canadian Northwest Territories by providing them computer-assisted instruction (CAI) in adult basic education and high school equivalency upgrading programs; business, financial, and telecommunications software applications; and advanced topics such as higher math, physics, and chemistry. The programs operated at the level and pace of each learner. Data were gathered using a variety of qualitative and quantitative methods in order to address the five anticipated results of the project. The anticipated results of the project and whether they were achieved were as follows: (1) the training did attract and maintain the interest of a greater segment of the target population, as evidenced by enrollment increases in all programs, including typically low-prestige compensatory education programs upon which the computer technology seemed to confer prestige; (2) the training did not produce faster progress in academic training in that there were no differences between the Tests of Adult Basic Education scores of the computer-assisted students and those of Inuit students in other regions who did not have access to CAI; (3) the training did provide job readiness skills, including improved reading and speaking skills, greater awareness of and realism regarding their goals, skill at using software applications programs, and greater writing ability; (4) the training did increase students' chances of obtaining employment, with 46 percent of graduates employed 6 months after the course ended and the most common reason given for unemployment being the pursuit of more training; and (5) the training did develop an effective new educational model for the North, of which computers will be part. (The document contains copies of instruments and 24 tables.) (CML)

ED 315 651 CE 054 250

International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
Finnish National Commission for UNESCO, Helsinki.
REPORT NO.- ISBN-951-47-1531-4
PUB DATE- 88
NOTE- 97p.; Reduced size type throughout.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Comparative Education; Foreign Countries; *International Education; *International Educational Exchange; Nonformal Education
IDENTIFIERS- Austria; Finland; Germany; Hungary; Poland; Sweden; Yugoslavia

This document includes three parts and six appendixes. Part 1 is the general report of the 1987 Unesco seminar on international education for adults held in Finland. Among the topics covered are key issues and the role of leaders of nonformal education and of adult educators in international education. Part 2 provides the reports of four working groups: (1) adult educators' training; (2) methodology; (3) educational equipment and materials; and (4) research and experimentation. Part 3 provides 11 recommendations for Unesco to implement. (The recommendations center around assisting adults and fostering international exchange and cooperation, developing concepts of continuing education and inservice training, establishing networks, offering workshops, promoting public libraries, supporting and encouraging the translation of literature, improving the supply of database and computer programs, and making full use of Unesco's participation program.) Appendix 1 provides the seminar agenda and program. National reports on international education at the adult education level are provided in Appendix 2. They include "International Education in the Framework of Adult Education in Austria" (Gisinger); "International Education: Fresh Impulses to Lifelong Learning, a German View" (Schoefthaler); "International Education and Finnish Adult Education" (Akerlund, Seligman, Kajanto, Ayras, and Berndtson); "Education for International Understanding in Informal Adult Education in Hungary" (Maroti); "Principal Elements of Basic Adult Education" (Andela-Baur); "Education for International Understanding, Cooperation, and Peace in the Polish Adult Education System" (Cieslak); and "International Education for Adults in Yugoslavia" (Radic). Appendix 3 contains "Information Paper on the Unesco's Pilot Project in Sweden" (Thelin). Two addresses by the Unesco representative, C. Okai, that were delivered at the seminar are included in Appendix 4. Appendix 5 provides a list of participants. Appendix 6 lists "The Meeting in Finland 1987" recommendations for Unesco. (CML)

ED 315 664 CE 054 811

Ross-Gordon, Jovita M.
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 64p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN337: $7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adults; *Cognitive Processes; Cognitive Psychology; Coping; *Diagnostic Tests; *Educational Diagnosis; Independent Living; *Learning Disabilities; Neurological Impairments; *Psychoeducational Methods; Underachievement

Learning disabilities among adults are more prevalent than was once believed, although estimates of numbers are difficult to make. Problems faced by adults with LD include difficulties with academic and information processing and adult life adjustment. Many adults with LD exhibit strengths that enable them to compensate for their disabilities and function successfully without supportive services. Key issues in assessment include the following: (1) assessment should be a means of helping the adult live more fully; (2) formal diagnostic tools appropriate for use with adults should be used with caution; and (3) assessment should consider the adult's ability to provide information about strengths, weaknesses, and goals. The following principles guide selection of diagnostic instruments: (1) consult standard guides to measurement to determine whether test norms apply to adults; (2) read reviews of test reliability and validity; (3) consider whether timed tests are appropriate; and (4) use input from intake interviews to determine a test's relevance for individual goals and needs. Intervention approaches should take into account principles of adult learning. Policy concerns include increasing public and professional awareness; early intervention; training and staff development; a system of interinstitutional coordination of services; funding for assessment, diagnostic, and prescriptive services; and the impact on the family of an adult member with LD. Systematic research on LD causes, assessment, rehabilitation needs, and effectiveness of intervention approaches is needed. A comprehensive, holistic approach to assisting adults with LD should move away from a deficit focus and shift toward identifying talents, skills, and resources that can aid success in adult life. (184 references) (SK)

ED 315 734 CS 009 940

Abraham, Katherine
Reading and Mathematics: The Twain Shall Meet.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Reading; Elementary Secondary Education; Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; *Reading Skills; Teacher Role; Teaching Methods; Vocabulary Skills
IDENTIFIERS- *Reading Mathematics Relationship
In today's mathematics classroom there is much concern about the students' lack of success. Mathematics teachers can successfully incorporate reading into their classrooms by: (1) promoting in-class reading activities; (2) teaching vocabulary; (3) emphasizing mathematical symbols; and (4) ensuring understanding of mathematical sentences. Reading and mathematics are inextricably intertwined. Taught together they can advance the student to higher levels of success. (Author/RS)

ED 315 763 CS 212 144

Brody, Pamela; And Others
The Current State of Assessment in Literature. Report Series 3.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 57p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Educational Assessment; *Evaluation Methods; *Literature; National Surveys; Reading Comprehension; Secondary Education; Student Evaluation; Test Format

A study examined state-mandated literature assessment procedures and undertook a content analysis of tests produced by proprietary testing companies and textbook producers in order to ascertain how literature achievement is assessed in the United States. Results indicated that 61% of the school systems assess literature as part of an assessment of reading and that the main focus of these assessment programs is on comprehension rather than cultural literacy. The content analysis indicated that a majority of items in proprietary testing programs deal with comprehension of the content of the text rather than any literary aspects such as language, structure, or voice and that tests in commercial anthology series also focus on comprehension. The results also indicated that the one exception to the overall assessment picture occurred in university placement examinations which contained a higher number of items calling for knowledge of literature and literary skills. (Six tables and 15 figures of data are included; 16 references, an interview schedule, a list of commercial achievement tests reviewed, a classification scheme for test items, and 8 tables of data are attached.) (Author/RS)

ED 315 821 CS 507 060

Hopper, Robert; Drummond, Kent
Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
PUB DATE- 20 Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Reference list may not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Interpersonal Communication; *Models; *Verbal Communication
IDENTIFIERS- *Telephone Conversation
This paper investigates routine "opening turns" in telephone conversations, examining their variety and adaptability, and extending E. A. Schegloff's model to account for them. Following a review of previous research on telephone openings, the paper describes the notion of "reduction" as offered by M. R. Whalen and D. H. Zimmerman, and discusses tests of the resulting model against a data sample (not presented in the paper) of 25 calls between acquaintances and 34 calls between strangers in non-emergency situations. The paper concludes with a statement of the "reversal of sign" model, emphasizing that what may best explain reductions and expansions to models of telephone openings is not the exigency of the occasion, but the extent to which the two speaking parties share a conversational history. Two tables of data are included, and 29 references and an "extending the openings" model are attached. (SR)

ED 315 609 CE 054 151

Smick, Regina A.; Crunkilton, John R.
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
PUB DATE- 5 Dec 89
NOTE- 5p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Critical Thinking; *Instructional Effectiveness; *Modeling (Psychology); Postsecondary Education; *Questioning Techniques; *Teacher Effectiveness; Teacher Role; Teaching Models; Teaching Styles; *Vocational Education Teachers
IDENTIFIERS- Flanders System of Interaction Analysis; Virginia
Thirty postsecondary vocational technical instructors from five community colleges in Virginia were observed using the Flanders Interaction Analysis System for 30 minutes to detect their use of three of four behaviors determined to be enabling to learners. The additional enabling behavior of modeling was determined through 15 minutes of passive observation. The enabling behavior of questioning was found to be used in approximately 4 percent of class time, whereas for 80 percent of class time, instructors were exhibiting structuring behavior. Responding behaviors were practiced by the instructors for about 11 percent of total class time. The study concluded that (1) the community college instructors observed are not using the enabling behavior of questioning that "best" stimulates critical thinking or modeling behaviors that will enhance students' abilities to think critically; (2) the amount of pedagogical course work taken by the teachers did not seem to influence the teachers' use of enabling behavior; and (3) the students thought their instructors were stimulating critical thinking. Further research and more training for college instructors in using enabling behaviors were recommended. (KC)

ED 315 624 CE 054 184

Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
Association of Farmworker Opportunity Programs, Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jun 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Compliance (Legal); *Federal Legislation; Federal Programs; *Literacy Education; *Migrant Adult Education; *Migrant Programs; Migrant Workers; *Program Implementation
IDENTIFIERS- *Job Training Partnership Act 1982

This report examines the literacy-related activities of organizations funded under Title IV, Section 402 of the Job Training Partnership Act (JTPA). Section 402 is a special program within JTPA that delivers training, employment, education, and support services to migrant and seasonal farmworkers. The survey: (1) documents the various literacy and basic educational programs available to migrant and seasonal farmworkers; (2) examines the level and extent of the programs offered by each grantee; and (3) highlights special literacy initiatives being undertaken by some grantees. The review found that all or some of the 53 Section 402 grantees contacted offer the following literacy-oriented activities: testing aptitude and achievement potential; adult basic education; General Educational Development (GED) test preparation; English-as-a-Second-Language courses; and other literacy initiatives. The study also found that program grantees feel that they could accomplish more with students if regulations were more flexible and less emphasis was placed on cost of training in each case. The appendixes include: literacy survey results; a list of educational testing instruments; and a survey question form. (KC)

ED 315 706 CG 022 287

McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Abuse; Childhood Needs; *Child Neglect; Child Welfare; Counseling Techniques; Counselor Attitudes; *Counselor Role; *Family Violence; Play Therapy; *Sexual Abuse; Social Workers; Teamwork
IDENTIFIERS- ERIC Digests
This digest familiarizes counselors with the four major types of child maltreatment: neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect. A definition is provided for each, along with relevant symptoms and statistics. The subsequent discussion focuses on identifying maltreatment and on counseling abused children. Since counseling alone cannot ensure the safety of a maltreated child, a team approach involving social workers, medical personnel, counselors, and educators is recommended. (TE)

ED 315 735 CS 009 941

Renegar, Sandra L.
Reading and Music: Take Note.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Music Activities; *Music Reading; *Reading Instruction; *Reading Skills; Singing; Skill Development; Visual Literacy
IDENTIFIERS- Whole Language Approach
Music can exert a positive effect on a reading program both in complementary skill development and as a means of forcing task attention. These positive effects have been documented in research. Both music and reading require skills such as auditory and visual discrimination, reception, and association; eye-motor coordination; interpretation; word meanings in and out of context; and language reception. The integration of music and reading provides an excellent instrument for the whole language approach. Thus, music is a natural ally of the reading teacher both as a motivational tool and a vehicle for instruction. (Eleven references are attached.) (Author/SR)

ED 315 793 CS 212 242

Piazza, Stephen, Comp.; Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1990--Six Summaries.
Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill.
PUB DATE- 90
NOTE- 15p.; For the 1989 Trends and Issues Report, see ED 305 656.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Trends; Elementary Secondary Education; Language Arts; Literacy; *Mass Media Role; Mass Media Use; Minority Groups; Politics of Education; Postsecondary Education; *Reading Instruction; Whole Language Approach; Writing (Composition); Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Educational Issues; *Teacher Empowerment; Teacher Researchers

Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the seventh annual report by the commissions. The commissions and their directors are as follows: (1) Reading Commission (Constance Weaver); (2) Commission on Literature (John Pfordresher); (3) Commission on Media (William V. Costanzo); (4) Commission on Composition (Sharon Crowley); (5) Commission on Language (Jesse Perry); and (6) Commission on Curriculum (Linda Shadiow). Some of the subjects discussed in the document include whole language, concerns about the widespread increase of legislative actions regarding teaching, narrow concepts of literacy, the literary canon, literature instruction and evaluation, the dangers of "performance goals," teacher education, teacher as researcher projects, the role and use of mass media and new technologies in the classroom, writing assessment and the politics thereof, language arts textbooks and their assumptions about teaching and learning, the use of computers in the classroom, ability grouping, and local curriculum development. (SR)

ED 315 851 EA 021 539

English, Fenwick W.
School-Site Management.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 89
NOTE- 8p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Centralization; *Decentralization; *Decision Making; Elementary Secondary Education; *Principals; *School Based Management; *School Organization

School-site management embodies the concept that decisions should be made at the lowest possible level in organizations and intends that no decision be made without the input of those affected by them. The concept also suggests the empowerment of individual units of the system, particularly, the teachers. Centralization versus decentralization is a crucial issue in the school-site management controversy, because a school district cannot move overnight from a highly centralized system to one of school-site management. Several areas are within the sphere of school-site management: (1) school scheduling; (2) instructional delivery; (3) instructional support; (4) curricular alternatives; (5) student wellness; (6) school climate; (7) parent/community involvement; (8) facility cleanliness and security; and (9) financial priorities. A strategy to implement school-site management is presented as well as exemplary programs now working at Kenmore-Tonawanda Schools (Buffalo, New York) and West Potomac High School (Alexandria, Virginia). (3 references) (SI)

ED 315 506 CE 052 624

Nicoll, Dave
Vocational Teaching at a Distance. The New Zealand Perspective.
PUB DATE- 88
NOTE- 6p.; In: ICDE Bulletin, p335-339, Jun 1988.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; *Correspondence Study; *Distance Education; *Extension Education; Foreign Countries; *Home Study; *Nontraditional Education; *Part Time Students; Retraining; Vocational Education
IDENTIFIERS- *New Zealand Technical Correspondence Institute
The New Zealand Technical Correspondence Institute (NZTCI) is described. (The NZTCI is the largest teaching institution in New Zealand, with 34,000 part-time vocational students taking courses in 950 subjects. Its students constitute about one-third of all vocational students in New Zealand.) Among the components described are the students (80 percent male, all over 15 years old); courses (nearly all directed toward national qualifying examinations); teaching system (the printed assignment being the main instructional method); and the delivery system (the New Zealand Post Office). Also included are explanations of the arrangements made for students to do field and laboratory work; the training and duties of NZTCI teachers; the processing of student assignments; the encouragement of telephone contact as well as correspondence between teachers and students; the development process for new courses and instructional materials; and the assessment of courses, materials, and student performance. The document concludes with six strategies credited with producing a cost-effective and efficient institute: self-paced instruction; 200 hours of teacher training related to distance education; friendly communication between teachers and students and quick feedback on assignments; concise, clear written assignments; on-the-job training, lab courses, and block courses at other institutions; feedback from industry and commerce. (CML)

ED 315 557 CE 053 997

Burns, Jim; Thomas, Sandra Hutton
John Wood Community College Special Needs Transition Initiative 1988-1990.
PUB DATE- 3 Dec 89
NOTE- 22p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; *Disabilities; *Education Work Relationship; *Special Needs Students; *Transitional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *John Wood Community College IL
This document describes the activities at John Wood Community College in Quincy, Illinois, to recruit and train special needs students in academic and vocational programs. The final objective of the activities, begun in June 1988 and funded by a Job Training Partnership Act (JTPA) grant, was that the students would leave the educational program and enter employment or full-time college enrollment. The document describes the target population and supportive activities offered as a collaborative effort by staff members from JTPA, Public Aid/Project Chance, the Illinois Department of Rehabilitative Services, and Catholic Social Services; these activities included self-improvement sessions, the loan of clothing suitable for wearing to job interviews, a newsletter, and a fitness club. By December 1989, 80 disabled students had participated in the program, been referred to the employment development specialist on staff, or been referred to a program more appropriate from them. The document tips on how to begin similar programs, and concludes with descriptions of projects for special needs students at John Wood Community College and copies of project promotional materials. (CML)

ED 315 584 CE 054 055

Gray, Kenneth; And Others
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Academic Education; *Employment Level; *High School Graduates; High Schools; *Outcomes of Education; Postsecondary Education; Regional Schools; *Secondary School Curriculum; Unemployment; *Vocational Education; Vocational Followup; Vocational Schools
IDENTIFIERS- *Pennsylvania (Central)
A study compared the high school, postsecondary, and work experience records of graduates from four different high school programs--academic, general, area vocational technical school (AVTS) and home school vocational programs (HSVOC)--for the years 1984-88. The research was conducted during the 1988-89 school year in the attendance area of the Altoona, Pennsylvania, AVTS. The sample for the study (3,125) was stratified to include equal numbers of vocational and nonvocational programs. Review of high school transcripts and a mailed questionnaire revealed the following: (1) between 1984 and 1988, the percentage of students completing the academic program grew steadily at the expense of the general and vocational curriculum; (2) 43 percent of the graduates in 1988 completed a vocational education curriculum, HSVOC attendance increased as AVTS lost students; (3) enrollment data for the period indicates a dramatic shift in girls' preference for the academic curriculum; (4) about half were currently students, and 68 percent had attended some higher education, especially 4-year colleges; (5) less than half the sample was in the labor market, with only 31 percent working full time and 7 percent working half time; (6) the unemployment rate for those in the labor force was 6.7 percent, with vocational graduates least likely to be unemployed; and (7) respondents work mainly in very small firms. (Includes 49 data tables.) (KC)

ED 315 678 CG 022 257

Bollier, David
1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Aging (Individuals); *Appropriate Technology; Communication (Thought Transfer); Computers; *Electronics; Futures (of Society); *Information Technology; *Older Adults; Television
This document presents summaries of conference presentations which attempted to assess how computer and communications technologies can be harnessed to meet the special needs of elderly people. Each of the eight sessions of the conference opened with experts discussing their respective research projects and electronic technologies: their origins, current status, research implications, lessons learned, and likely future applications. These presentations are summarized: (1) "'Downstreaming' New Technologies to Older Americans" (James Gollub); (2) "Prodigy, a New Electronic-text Information Service" (Suzanne Biegel); (3) "Audiotex Services and the Elderly" (Bruce Kushnick); (4) "Computers as a Tool Facilitating Transition to Retirement" (Tora Bikson); (5) "Electronic Mail and the Elderly" (Sara Czaja); (6) "Videotape "Visits" with Institutionalized Individuals" (Karen Warburton); and (7) "Employment Prospects for the Elderly" (H. R. Moody). The final session was devoted to exploring participants' special hopes for how new electronic technologies would evolve to serve the elderly. The report concludes that although the conference did not come up with clear conclusions about the future, it did illuminate some of the issues that must be dealt with if new electronic technologies are to be successfully designed, marketed, and effectively used by elderly Americans. (ABL)

ED 315 692 CG 022 271

Gerler, Edwin R., Jr.; And Others
Learning in a Changing World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 45p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Counseling Techniques; Counselor Role; *Educational Objectives; Elementary Education; *Elementary Schools; *Learning Strategies; *School Counseling; *School Counselors; Teaching Methods
This eighth chapter in "Elementary School Counseling in a Changing World" presents four journal articles concerned with the "back to the basics" movement and with programs to help elementary school counselors promote academic achievement among students. "The Effects of Classroom Guidance on Children's Success in School" by Edwin Gerler, Jr. and Ronald Anderson describes a large-scale, experimental study of classroom guidance in North Carolina. "Working with Young Procrastinators: Elementary School Students Who Do Not Complete School Assignments" by Linda Morse discusses changing the attitudes and work habits of elementary school students who procrastinate. "Multimodal Counseling: Motivating Children to Attend School Through Friendship Groups" by Donald Keat, Kathy Metzgar, Deborah Raykovitz, and James McDonald illustrates how to approach the humanistic goal of improved personal relationships by multimodal means. "Elementary School Counseling Research and the Classroom Learning Environment" by Edwin Gerler, Jr. reviews the research published in "Elementary School Guidance and Counseling" from 1974 to 1984, exploring research evidence of elementary school counselors' effectiveness in helping children to improve classroom behavior, explore feelings, improve socially, and enhance sensory awareness and mental imagery. The chapter concludes with a set of issues for elementary school counselors to consider about learning in a changing world. (NB)

CS

ED 315 721 CS 009 892

Carlo, Pauline
Distinctive Features of Letters.
PUB DATE- Dec 89
NOTE- 39p.; M.A. Thesis, Kean College. Six tables have small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Distinctive Features (Language); Grade 1; *Letters (Alphabet); Primary Education; *Reading Instruction; Reading Research; *Word Recognition
IDENTIFIERS- Emergent Literacy; Harris Jacobson Core List; New Jersey; Print Awareness
This study investigated the effect on word recognition of supplementing a beginning reading program with instruction in distinctive features of alphabet letters. Subjects, 11 first grade students in the experimental sample and 10 first grade students in the control sample in Short Hills, New Jersey, were administered a test of word recognition (20 first grade words from the Harris-Jacobson Core List) as a pre- and posttest. The experimental group received 5 weeks of instruction (15 minutes a day, 5 days a week) in distinctive features of 23 lowercase confusable pairs of letters. Results indicated that instruction in distinctive features of alphabet letters did not improve scores on the word recognition test. (Nine tables of data are included, and 19 references are attached.) (SR)

ED 315 750 CS 009 964

Shaffer, Susan, Comp.
101 Books for Summer Reading pre-K-2.
American Univ., Washington, DC. Mid-Atlantic Equity Center.
PUB DATE- 82
NOTE- 25p.
AVAILABLE FROM- The Mid-Atlantic Equity Center, The American University, 5010 Wisconsin Ave., N.W., Suite 310, Washington, DC 20016 ($1.50 each within service area--DE, MD, VA, PA, WV, DC; limited copies available outside service area).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Childrens Literature; Disabilities; Ethnic Groups; Minority Groups; Nontraditional Occupations; *Primary Education; *Racial Balance; *Reading Materials; *Recreational Reading; *Sex Fairness
IDENTIFIERS- *Trade Books

This annotated reading list of 101 books for children (grades pre-kindergarten through second) contains books selected for being race and sex fair and for portraying children and adults who are disabled. The list also includes books representing various ethnic groups and showing males and females in nontraditional roles. Although the list was written for summer reading, it is appropriate for use by teachers, parents, librarians, and students throughout the year. Most of the books included in this list can be found in local libraries. (SR)

ED 315 764 CS 212 145

Beach, Richard; Hynds, Susan
Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 57p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Discourse Analysis; Educational Research; Elementary Secondary Education; Higher Education; *Literary Criticism; *Literary Genres; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Writing Relationship; Research Methodology; Sex Differences
IDENTIFIERS- Text Factors
Including only selections that have employed some systematic analysis of readers' responses to literary texts, this annotated bibliography lists 203 research studies. The selections date from 1970 through 1988. The bibliography is divided into sections on the following topics: (1) reader variables (subdivided into orientation, development, and gender variables); (2) text variables (listing studies on the influence of text); (3) response processes (subdivided into general, engagement, and interpretation responses); (4) instruction (listing studies on the influence of instruction); and (5) research methodology (listing studies on research methodology). (NKA)

ED 315 779 CS 212 219

Bishop, Wendy
Something Old, Something New: College Writing Teachers and Classroom Change.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1601-3
PUB DATE- 90
NOTE- 166p.
AVAILABLE FROM- Order Dept., Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 ($10.95 plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; Higher Education; *Professional Development; *Teacher Education; Teacher Effectiveness; Teaching Models; *Writing Instruction; Writing Processes; Writing Research; *Writing Teachers
IDENTIFIERS- *Teacher Needs; Teacher Writing

This book explores the complex world of the college writing teacher at work and is intended as a balance to current composition research that focuses almost exclusively on student writers, often ignoring the role the teacher plays in classroom development. The book contains data elicited from observation, surveys, and interviews with college teachers enrolled in a doctoral seminar on teaching basic writing. Also included in the book are case studies of five of these teachers in their college writing classrooms, which investigate how their teaching practices changed and how their professional and personal histories influenced their ability to make those changes. A full chapter is devoted to each teacher's efforts to implement new practices based on the seminar. The first chapter describes the graduate seminar in rhetoric, the next five chapters include the individual case studies, while the final chapter discusses teachers as learners and investigates classroom change. The appendix contains a discussion of data collection strategies and detailed analysis of four figures of data. Also included are 109 references. (KEH)

ED 315 808 CS 507 021

Murdock, Johnny I.; Leipzig, John S.
The Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Employer Employee Relationship; *Ethics; Multivariate Analysis; Organizational Climate; *Organizational Communication; Personnel Evaluation; Surveys
IDENTIFIERS- Corporate Culture; Message Perception; *Organizational Culture
A study examined public perceptions of unethical employee acts as a function of variations in a corporation's cultural image, with emphasis upon the effect of congruent and incongruent organizational messages upon the perception of the degree of unethicality. Subjects, 200 adults approached at public locations, were asked to: (1) read one of three narrative descriptions of a fictitious organization (which included a review of eight unethical acts by an assistant manager); (2) respond to 11 dependent measures; (3) provide an overall evaluation of the company and of the assistant manager; and (4) compare their likely behavior with the assistant manager's behavior, given an employer like the one described in the narrative. The narratives described conditions in which: (1) the company was highly supportive of its employees, and external/internal messages were congruent; (2) more average in its support of its employees, and internal/external messages were somewhat incongruent; or (3) not supportive of its employees and internal/external messages were clearly incongruent. Results indicated that the congruency or incongruency between external and internal message systems may significantly impact employee perceptions of the organization's cultural image, which in turn may foster or inhibit unethical employee acts against the employer. (One table of data is included; 27 references, the 3 narratives, and the survey instrument are attached.) (RS)

ED 315 822 CS 507 061

Anderson, Tracy M.
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
PUB DATE- 20 Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citations (References); Communication Research; *Debate; *Evaluation Methods; Guidelines; Higher Education; Judges; Measurement Techniques; *Persuasive Discourse; *Plagiarism; Speech Instruction
IDENTIFIERS- Communication Competencies; *Debate Ethics; *Debate Tournaments; Style Manuals

Guidelines for citing sources in forensic competition are needed for use by students, as well as by coaches and judges. The first step toward developing standardized guidelines could be an adaptation of the Modern Language Association's American Handbook for Writers of Research Papers, which provides clear-cut definitions of plagiarism, fabrication, and distorted evidence and includes examples of incorrect as well as acceptable ways of citing and using sources. The next step would be for the profession to create its own standardized publication which speakers, coaches, and judges would use. This publication should have individual events-oriented and debate-oriented authors, to allow for all essential information needed by the forensic community to be placed in one reference. (Detailed examples of direct plagiarism, fabrication, and distorted evidence most likely to be found in speeches are included.) (KEH)

ED 315 836 CS 507 084

Buerkel-Rothfuss, Nancy L.; Gray Pamela L.
Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
PUB DATE- 19 Nov 89
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Assistantships; Communication Research; Comparative Analysis; *Graduate Students; Graduate Study; Higher Education; Occupational Surveys; Questionnaires; *Speech Communication; *Teaching Assistants; Teaching Experience
IDENTIFIERS- *Training Effectiveness
A study was conducted to solicit information about Graduate Teaching Assistants' (GTA) training from all academic levels within graduate institutions and to make comparisons both down the hierarchical ladder and between speech communication and nonspeech graduate programs. Subjects were department chairs/heads from 270 nonspeech and 69 speech departments that routinely hire GTAs to teach courses. A 46-item questionnaire containing both open- and closed-ended questions and dealing with eight major GTAs training issues was mailed to department chairs/heads during winter semester 1987. Results indicated that speech departments were leading the way in the number of departments that train teaching assistants but not in the breadth or scope of that training. (Ten tables of data are included, and 96 references are attached.) (MG)

ED 315 866 EA 021 586

Daresh, John C.; Playko, Marsha A.
A Resource Guide To Assist Local Schools Support Beginning Administrators.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; *Administrators; Elementary Secondary Education; *Employment Experience; *Entry Workers; Experiential Learning; *Mentors; Professional Development; Social Networks; Social Services; *Social Support Groups
IDENTIFIERS- Ohio LEAD Project
To ensure that first-time educators in any of Ohio's 615 school systems have access to a supportive environment that would make their professional success more likely, in 1987 the state's Department of Education enacted a policy requiring all school districts to plan and implement programs that provide support to newly employed educators. Because no single "Entry Year Model" was mandated for adoption across the state, and because little direction was provided to school districts regarding the precise nature of the Entry Year Program, the project naturally became an activity of the Ohio Leadership in Educational Administration Development Center. To date, work related to the Entry Year Standard has revolved around two specific areas. First, a resource guide, which is summarized within this document, was developed containing nine chapters, each directed toward an important element of the standard to assist those persons responsible for the implementation of the program in the state's local school systems. And second, training activities designed to enable people to learn more about the concept of mentoring for beginning principals--a significant part of the Entry Year Standard--are being conducted around the state during this present year. The Ohio Entry Year Standard is appended. (KM)

ED 315 880 EA 021 607

Radon Reduction Techniques in Schools: Interim Technical Guidance.
Environmental Protection Agency, Washington, D. C.
REPORT NO.- EPA-520/1-89-020
PUB DATE- Oct 89
NOTE- 54p.; For related document, see EA 021 602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Air Flow; Air Pollution; Climate Control; *Educational Facilities Improvement; Elementary Secondary Education; Environmental Standards; *Facility Requirements; Government Publications; Guidelines; *Prevention; *School Buildings; *School Safety; Ventilation
IDENTIFIERS- *Radon

This technical document is intended to assist school facilities maintenance personnel in the selection, design, and operation of radon reduction systems in schools. The guidance contained in this document is based largely on research conducted in 1987 and 1988 in schools located in Maryland and Virginia. Researchers from the United States Environmental Protection Agency (EPA) adapted radon reduction techniques proven successful in residential housing and installed them in eight schools. Results indicate that radon mitigation and diagnostic techniques developed for houses can be applied successfully in these schools. Corrective actions and costs for radon reduction will be school specific and will depend on the initial radon level; the extent of the radon problem in the school; the school design and construction; and the design and operation of the heating, ventilating, and air-conditioning (HVAC) system. Covered in the document are background information on radon and radon mitigation experience, important school building characteristics relative to radon entry and mitigation, problem analysis, radon diagnostic testing, and radon mitigation system design and installation. Appendices include technical information, case studies, and lists of State Radon Offices and EPA Regional Radiation Program Offices. (MLF)

ED 315 519 CE 053 758

Clune, William H.
Center for Policy Research in Education.
Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 3 Feb 89
NOTE- 38p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Finance; Educational Policy; Federal Legislation; *Federal State Relationship; Government Role; *Government School Relationship; *Incentive Grants; Secondary Education; State Federal Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984
Intended as a proposal for a fundamental reorientation of the Carl D. Perkins Vocational Education Act, this document suggests a new model for the federal role in vocational education aimed at program quality and improvement rather than at the distribution of funds and the provision of ancillary services. An introduction explains the scope and aims of the document, and a short conclusion section argues for viewing vocational education as a system deserving of wholesale reform rather than a piecemeal effort. In between, section 1 notes implications of the state and local education reform movement of the 1980s that are relevant for the reform of secondary vocational education, and section 2 describes the proposed model itself. The model recommends that the federal government avoid direct regulation and instead adopt incentive grants for state governments to engage in broad-scale reform of vocational education under federal guidelines; the establishment of a national task force to develop standards and options regulating course selection, course content, indicators of performance, access of special groups, and governance; and establishment of a new agency with authority over the incentive grants and capable of making substantive judgments, under guidelines, about educational quality. The document concludes with a 53-item bibliography. (CML)

ED 315 532 CE 053 771

Willette, JoAnne; And Others
Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
Decision Demographics, Washington, DC.; Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 144p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0123
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Bilingual Education Programs; Case Studies; English (Second Language); Immigrants; *Labor Force Development; Language Proficiency; *Limited English Speaking; *Population Trends; Social Services; *Vocational Education

A study estimated the size of the population of adults and out-of-school youth with limited English proficiency (LEP) who need vocational education and related employment services and projected the size of this population from the time of the study to the year 2000. Research procedures included a literature review, an analysis of 1980 U.S. census data, and projections of the population. Two measures, constructed from census data to assist in the analysis, were used to categorize individuals as either limited English-proficient or as English-proficient and also to categorize them by poverty status. The following are among the findings reported: (1) the flow of immigrants has grown steadily since 1965 until now it is almost as high as it was in the 1900s, with the most recent immigrants being less educated and skilled than those who entered 15-20 years ago; (2) the number of persons with LEP aged 16-64 was estimated to be 6.8 million in 1980, which is about 4 percent of the U.S. population; (3) their number is projected to be 11.6 million by 1990 and about 17.4 million by 2000; (4) a projected 5.5 million could require services in 1990 and 8 million could need them by 2000; (5) over half of the adults with LEP speak Spanish; (6) the likelihood of becoming proficient in English is highest within 10 years after arriving in the United States; and (7) over 70 percent of the adults with LEP living below the poverty level in 2000 will be Hispanics. (The document contains 59 tables and 46 references.) (CML)

ED 315 544 CE 053 792

Brown, Cynthia L.; And Others
The Secondary Schools Taxonomy (SST).
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 255p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Classification; Course Content; *Course Organization; Curriculum Design; *High School Graduates; Secondary Education; *Secondary School Curriculum; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Survey Youth Cohort; Study of Academic Prediction and Growth

The Secondary School Taxonomy (SST) was developed as part of an analysis of the high school course-taking behavior of high school graduates between 1969 and 1987. Based on high school transcripts, it is intended to answer questions about secondary vocational education, such as: (1) who took vocational education and how much did they take?; (2) what was the relationship between vocational enrollment and enrollment in the academic curriculum?; (3) did patterns of participation change over time?; (4) have recent state educational reforms had a measurable effect on vocational enrollments?; and (5) have Congressional vocational education policy objectives been achieved with respect to access and equity? The SST contains four main curriculum divisions: academic, vocational, personal/other, and special education. The academic courses are divided into six main subject areas: mathematics, science, English, social studies, fine arts, and foreign languages. Within each of these categories, distinctions are made between topical concentrations, and when possible, between levels of course work. The vocational curriculum is divided into three groups by the type of preparation offered: consumer and homemaking education; general labor market preparation; and specific labor market preparation. They are arranged in seven major vocational fields by the taxonomy: agriculture and renewable resources; business; marketing; health; occupational home economics and services; trade and industrial; and technical and communications. A report preceding the taxonomy describes the overall format of the SST, outlines its development, and details the categories included in it. Appendixes include taxonomies for four other data sets: the National Assessment of Educational Progess; High School and Beyond (1982); National Longitudinal Survey Youth Cohort (1975-82); and the Educational Testing Service's Study of Academic Prediction and Growth (1969). (KC)

ED 315 597 CE 054 074

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 67p.; For related documents, see CE 054 072-073 and CE 054 076.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Adult Basic Education; Adult Literacy; Basic Skills; Community Organizations; Cooperative Programs; Educational Administration; *English (Second Language); Functional Literacy; *Library Extension; *Literacy Education; Program Effectiveness; *Program Implementation; Public Libraries; Universities
IDENTIFIERS- *New York (New York); *New York City Adult Literacy Initiative

Following an introduction, this final report presents the bulk of its information in sections on (1) the literacy services of the City University of New York, community-based organizations, and the New York City Board of Education; and (2) the literacy services of the New York City public library. Within the first section, the following subjects are addressed: (1) provider agencies; (2) student information such as their numbers, type of instruction, level of instruction, types of programs, race, ethnicity, gender, age, and employment status; (3) amount of instruction students receive; (4) student achievement, including posttest information, students who showed test gains, evaluation of students in basic education programs, evaluation of students in English-as-a-second-language education programs, other student achievements, and students' reasons for leaving instructional programs; (5) the numbers and type of staff and the hours and type of staff development; (6) a self-analysis of program performance, including features, accomplishments, and difficulties; and (7) program expenditures. The section on the literacy services of the public library provides information on services offered; amount of instruction received by students; locations; print, audiovisual, and computer materials; staff development; and expenditures. Fifty tables appear in the narrative sections of the document. A one-page summary and an appendix of summary data conclude the document. (CML)

ED 315 625 CE 054 186

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
Australian Advisory Council on Languages and Multicultural Education, Canberra.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Disabilities; Distance Education; Educational History; Educational Philosophy; Educational Policy; *Educational Practices; Foreign Countries; *Literacy Education; Outcomes of Education; Program Descriptions; Program Development; Program Effectiveness; *Program Implementation; *Teaching Methods; Videotape Recordings; Womens Education
IDENTIFIERS- Aboriginal People; *Australia; *Workplace Literacy

This collection of papers is a review of the adult literacy projects in Australia funded under the 1987-89 Adult Literacy Action Campaign (ALAC) of the National Policy on Languages. Fourteen authors describe various literacy projects and, often, their outcomes. The projects described are grouped in seven areas. On the subject of Literacy Training and the Workforce are "New Start" (Neil Baudinette); "Taking Basic Education to Work" (Elizabeth Compton); "Nature of Communication in the Workplace" (Jean Searle); "Literacy Competence of Young School Leavers" (Specific Learning Disabilities Queensland Inc.); and "Expansion of Literacy Services" (Linda Are). The topic of Literacy Training and the Electronic Media includes "Adult Literacy through Video" (Marie Persson) and "Community Service Advertisement for Regional Television" (Ursula Stephens). The next two sections cover "Literacy Training in Isolated Areas" (Cherrie Hawke) and "Literacy Training in Residence" (Chris Stewart, Rosa McKenna). A section on Literacy Training and Aborigines contains "Aboriginal Reading Resources" (Susan Sim) and "Project Read" (Julia Knight). The topic Literacy Training and Women is represented by "Women and Work Literacy Resources" (Susan Sim). The final section, Literacy Training and the Disabled, contains "Literacy for the Intellectually Disabled" (Julia Knight) and "A Student Group Support Project" (Sharon Coates). Appendixes list national and state-level ALAC projects and names and addresses of the authors. (KC)

ED 315 639 CE 054 216

Heslop, Yvonne, Ed.
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Jul 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Administrators; Adult Education; Civil Rights; Comparative Education; *Developing Nations; Foreign Countries; *Nonformal Education; *Nontraditional Education; Rural Education; Rural Population; *Womens Education
IDENTIFIERS- *Asia; *Pacific Region

This document contains papers that were presented at a 1988 conference on nonformal education for women held in Guangzhow, China, and organized by the Asian South Pacific Bureau of Adult Education in association with the Chinese Federation for Women, the Guangzhou Adult Education Association, and Caritas Hong Kong. The following 12 papers are included: "The Prospects for Women's Adult Education in China" and "A Brief Account on Chinese Institute for Women Administrators" (China Institute for Women Administrators); "Educational Situation of Women in Thailand" (Skrobanek); "The Situation of Education for Women in the Philippines" (de Vera); "Problems and Solutions for Women's Education in China" (Min); "Non-formal Education for Women in Korea" (Cheong); "Women's Education in Singapore" (Lum); "Women in Sri Lanka: Current Status and Alternative Programs in Education" (Gunawardena); "Women in Hong Kong--Adult Education" (Wong); "Fiji--Women, Education, Development" (Bola Bola); "Some Thoughts on Education and Women's Legal Rights" (Bradley); and "Explorations of Adult Education for the Rural Women of Sichuan Province" (Ming). (CML)

ED 315 652 CE 054 253

Frick, Martin; Williams, David L.
Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
PUB DATE- Dec 89
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Instructional Materials; Lesson Plans; *Periodicals; *Resource Materials; Scientific and Technical Information; *Technology Transfer
IDENTIFIERS- Future Farmers of America; Science of Food and Agriculture (Journal)
Because new developments in agriculture occur daily, periodicals, not textbooks, contain the most up-to-date information available about agricultural topics. Developing lessons from applicable periodicals will facilitate the delivery of a modern agricultural program. The periodicals should view agriculture from a global perspective and focus on science and technology current to agriculture, not just on production agriculture. The periodical should build upon the philosophical principles--experiential learning, problem solving, and decision making--that have been the foundation of vocational agriculture. The periodical that meets that criterion is "Science of Food and Agriculture," published by the Council for Agricultural and Science Technology (CAST) as a resource for classroom use. The comments and suggestions of teachers have shaped the publication into an easy-to-read, ready-to-use resource. Complex subjects have been "boiled down" so that the general public can understand them. The articles focus on subjects adaptable to various classroom situations. Articles are accompanied by related study questions, a learning activity, and/or an experiment. A 1988 workshop at Iowa State University resulted in the development of 15 complete agricultural science lesson plans using articles from "Science of Food and Agriculture" as references. The next issue will be distributed by the National Future Farmers of America to all chapters, state supervisors, state officers, and university agriculture education departments. The publication can be used at both the high school and university levels. (CML)

ED 315 665 CE 054 812

Lytle, Susan L.; Wolfe, Marcie
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 86p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN338; $8.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Learning; *Adult Literacy; Competency Based Education; Educational Policy; *Evaluation Methods; *Evaluation Research; Functional Literacy; *Literacy Education; Measures (Individuals); *Program Evaluation; Reading Tests; Standardized Tests; *Student Evaluation; Student Participation

Adult literacy programs need reliable information about program quality and effectiveness for accountability, improvement of practice, and expansion of knowledge. Evaluation and assessment reflect fundamental beliefs about adult learners, concepts of literacy, and educational settings. Resources for planning program evaluations include surveys, handbooks, instruments, and policy studies. Evaluation issues include the following: (1) program goals and mission are subject to scrutiny and change; (2) data about teaching and learning are essential; (3) expanded outcome measures for learner progress are needed; and (4) the roles of staff, managers, learners, and external evaluators affect the evaluation process and outcomes. Four major approaches to learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is commercially available and follows a systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies. Evaluation should: (1) be both external and internal; (2) be both formative and summative; (3) involve learners and staff; (4) generate design questions from theory, research, evaluation, and practice; (5) involve critical reflection on program philosophy and goals; (6) give prominence to the processes of teaching and learning; (7) capture a range of learner and program outcomes; (8) require a variety of longitudinal data collection methods; (9) be integrated with program functions; and (10) be systematic and systemic. (131 references) (SK)

ED 315 707 CG 022 288

Pulliams, Preston
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Career Guidance; *Community Colleges; Counselor Client Relationship; *Counselor Role; Educational Planning; Learning Strategies; Nontraditional Students; Study Skills; Two Year Colleges
IDENTIFIERS- ERIC Digests
The increase in adult, minority, women, part-time, and displaced students attending community colleges has caused the roles of community college counselors to shift from an "in loco parentis" emphasis on personal counseling, vocational guidance and social support to new roles as student developers and learning agents. As student developers, counselors must communicate the importance of academic skill-building, and help students understand the value of their academic endeavors. As learning agents, counselors must assist, manage, and encourage students to build a pattern of success. (TE)

ED 315 736 CS 009 942

McLarty, Kim; And Others
Implementing Anchored Instruction: Guiding Principles for Curriculum Development.
PUB DATE- 2 Dec 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Grade 5; Instructional Innovation; Intermediate Grades; Literacy; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Anchored Instruction
A curriculum based on "anchored instruction" was developed to enhance students' literacy development and acquisition of knowledge. The curriculum was designed to create a rich, shared environment that generates interest and enables students to identify and define problems while they explore the content from many perspectives. Based on what is known about effective teaching, anchored instruction was developed to provide opportunities for teachers and students to work cooperatively in shared experiences. For example, the film "The Young Sherlock Holmes" (on videodisk) was used as a primary anchor or focus for relating content across subject areas. The use of a focus (i.e., the film) encourages students to view anchors from their own perspectives, to link learning across subject areas, to find information to explore problems that they identify, and to experience changes in their comprehension as they are introduced to new ideas from the teacher, from the texts, and from their peers. The seven key decision points which guided the development and implementation of anchored instruction relate to: (1) choosing an appropriate anchor; (2) developing shared expertise around the anchor; (3) expanding the anchor; (4) using knowledge as tools for problem solving; (5) teaching with the anchor; (6) merging the anchor with literacy experiences; and (7) allowing student exploration. (Seventeen references are attached.) (RS)

ED 315 571 CE 054 034

Brand, Betsy
Vocational-Technical Education at the Crossroads.
PUB DATE- Dec 89
NOTE- 9p.; Paper presented at the Annual Conference of the American Vocational Association (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demonstration Programs; Educational Administration; *Educational Policy; *Federal State Relationship; Functional Literacy; Government Role; *Labor Force Development; Role of Education; Success; *Technical Education; *Vocational Education

IDENTIFIERS- *Office of Vocational and Adult Education
In a nation where only about half of high school students go on to 4-year postsecondary institutions, vocational-technical education plays a critical role in preparing thousands of people for their first work experience and in retraining thousands more to take full advantage of new job opportunities. As part of the educational reform movement of the 1980s, vocational-technical education is making significant inroads into restructuring the education delivery system. The second phase of reform has now begun. Of the seven priorities identified at President Bush's "education summit" in September 1989, those for assuring functional literacy and ensuring a level of training necessary to guarantee a competitive work force have particular significance for vocational-technical education. Over the next few years, vocational-technical education should be: (1) firmly established as an essential ingredient of the nation's human resource development policy through the replication of successful techniques and practices already developed; (2) recognized for the contributions that it has already made to the education reform movement; and (3) benefiting from its role as a full partner in expanding economic opportunity. To establish that role, the U.S. Office of Vocational and Adult Education must do at least four things. It must: (1) make sure vocational education gets recognized for its contributions; (2) continue to recognize that vocational-technical education has extensive interrelationships with other service providers; (3) help business and industry recognize the value of vocational-technical education in meeting its needs for skilled workers and at the same time continue to help define requirements of a world-class work force; and (4) it must be extremely responsive to the needs of the states where vocational-technical education is administered. (CML)

ED 315 610 CE 054 152

Grodman, Randy H.
Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
PUB DATE- 4 Dec 89
NOTE- 14p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Alumni Associations; Developed Nations; Developing Nations; Educational Planning; *Education Work Relationship; Foreign Countries; Internship Programs; *Job Training; Networks; *Nonprofit Organizations; Postsecondary Education; *School Business Relationship; *Technical Assistance; Technological Advancement; *Vocational Education
IDENTIFIERS- *Organization for Rehabilitation through Training; Uruguay
The Organization for Rehabilitation through Training (ORT) is a private, nonprofit, nongovernmental organization that operates a worldwide network of vocational education and technical assistance programs. ORT has provided training to more than 2 million people around the world. There are two facets of ORT: a network of educational institutions and technical assistance programs. Examples can be drawn from ORT's educational networks in the United States and Uruguay to examine how their institutions establish and maintain effective linkages with employers. Linkages include advisory committees, internship programs, alumni committees, and planning commissions. These linkages keep ORT aware of the specific needs of the economy in order to provide the training needed by workers; they are the key to the success of ORT's worldwide training efforts. (KC)

ED 315 679 CG 022 258

Jones, John W.; Joy, Dennis
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
PUB DATE- 31 Aug 89

NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Job Applicants; *Job Application; *Responses; *Screening Tests
IDENTIFIERS- *Honesty
Employee theft is widespread and difficult to detect. Many companies have attempted to control the employee theft problem through pre-employment screening. The use of paper-and-pencil honesty tests in this process has become increasingly common. These two studies empirically investigated job applicants' (N=450) reactions to taking a pre-employment honesty test. Contrary to common perceptions, the majority of applicants had no objection to taking an honesty test. Moreover, in both studies the applicants' reactions toward the honesty test were significantly related to their honesty test scores. That is, applicants who objected to taking the test were reliably more likely to have scored below standards than applicants who did not object. These results imply that organizations can feel more assured that the majority of employment applicants will probably not report major objections to taking honesty tests. Additional research is warranted in this relatively new area of inquiry. Very little research exists on how job applicants react to taking any type of employment test. (Author/ABL)

ED 315 794 CS 212 243

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 89
NOTE- 52p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; *Grade 9; Junior High Schools; *Language Arts; Literature Appreciation; *Reading Skills; *Student Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

This guide provides general information about the Achievement Testing Program as well as specific information about the design, the composition, and the scoring of the Grade 9 English Language Arts Achievement Test. The guide contains samples of writing assignments and reading selections contained in the test, as well as objectives, explanation of cognitive levels, and scoring guides for each item. The guide also presents an analysis of the target group students, explains the emphases of the language arts curriculum in Alberta (Canada) and defines acceptable and excellent levels of performance. Attached to the guide are two appendixes containing information about achievement tests and why they are administered. (KEH)

ED 315 837 CS 507 085

Gray, Pamela L.
The Basic Course in Speech Communication: An Historical Perspective.
PUB DATE- 20 Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Communication Research; Course Content; *Course Evaluation; Curriculum Development; Higher Education; Public Speaking; *Speech Communication; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Speech Departments
The history of the basic course in speech communication in college shows that it has maintained a continued emphasis on public speaking and that change has been slow. A review of the literature revealed that the course has been typically viewed as a public speaking course taught in self-contained sections with one instructor responsible for teaching 20-25 students. While theoretical rifts abound, major deviations from the predominance of public speaking are found in isolated situations only. Throughout the 1960s and 1970s, the emphasis did not change; however, a significant change has taken place in the basic course as a result of pragmatic issues. Economics, in particular, have encouraged the use of more graduate assistants and have forced departments to look for ways to increase enrollments without sacrificing quality. In the 1980s experimentation was done with a new teaching technique called Personalized System of Instruction (PSI)--a format which uses large groups of students (often 70 or more) with one instructor. Continued experimentation with new formats for instruction and research into optimal learning of communication skills appear to be called for. (Thirty-seven references are attached.) (KEH)

ED 315 852 EA 021 540

Schwartz, Myron; Moskowitz, Jay
Fiscal Equity in the United States, 1984-85.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 26 Feb 88
NOTE- 41p.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assessed Valuation; Census Figures; Comparative Analysis; Correlation; Court Litigation; Economic Factors; *Educational Equity (Finance); Elementary Secondary Education; *Equal Education; Expenditure per Student; Family Income; Finance Reform; Measurement; Operating Expenses; Poverty; *Public Schools; *Resource Allocation; State Aid; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *School District Wealth
This paper contributes to the recovery of finance reform by providing a rough gauge that will allow individual states to evaluate their positions among their peers regarding several basic equity principles and measures. Changes in these equity measures over an 8-year period are assessed, and some of the correlates of equity at the state level are evaluated. This report uses consistently calculated equity measures: "horizontal equity" and "equal opportunity." Given any pupil resource, horizontal equity asks, "Do students receive equal amounts of this resource?" Equal opportunity raises the question, "Is the distribution of pupil resources independent school district wealth, as measured by a given indicator?" The two student resource variables used are per pupil operating expenditures and the teacher-student ratio. Also examined are per pupil revenues by major sources of revenues (local, state, and federal). In the analysis of the relationship between district wealth and equal opportunity, three variables are used: median family income, poverty concentration, and property wealth. Two methods of assessing equal opportunity are used in this analysis: the simple correlation coefficient measures the association between wealth and resource levels within a state; the second method is the display of separate averages of the student resource variables by groups of school districts, classified into one of four quartiles of wealth. Data are displayed in 16 tables and 7 figures. (MLF)

ED 315 507 CE 052 869

Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
Ohio State Univ., Columbus. Cooperative Extension Service.
PUB DATE- May 89
NOTE- 376p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Disadvantaged; *Extension Agents; *Extension Education; Home Economics Education; *Information Dissemination; Marketing; *Outreach Programs; *Professional Continuing Education
IDENTIFIERS- *4 H Clubs; Alabama; Iowa; Minnesota; Ohio (Cleveland); Ohio Cooperative Extension Service; Pennsylvania; West Virginia

This proceeding includes 27 papers: "Tools to Support Information Delivery" (Miller); "Present Trends in European Agricultural Advisory Services" (Nitsch); "The Look of Extension in the Future" (Boyle); "Assessing Needs for Organizational Development, Staff Development, and Management during Periods of Organizational and Enrollment Decline in a Not-for-Profit, Nonformal Educational System" (Applebee); "Character of the Ohio Cooperative Extension Service as Defined by the 1987 Strategic/Long Range Planning Task Force Data Collection Process" (Archer); "Major Roles of Agricultural Extension Agents in the Agricultural Technology Delivery System in the Year 2000" (Bonanno et al.); "Relationship of Marketing Activities and Promotional Methods Used with County 4-H Club Membership in New Jersey and Ohio" (Diem); "Factors Associated with Mastery of the 4-H Professional Research and Knowledge Base" (Gerhard, Smith); "Relationship between Selected Antecedent Characteristics and the Perceived Educational Needs of Extension Agents with 4-H Youth Development Responsibilities" (Rennekamp); "Evaluation Attitudes and Practices of Ohio Cooperative Extension Service County Level Home Economists" (Blount, Gritzmacher); "Marketing Iowa Crafts" (Reilly et al.); "Needs Assessment Methods Used in Extension Home Economics Programming" (Scholl); "Evaluation of Intensive Grazing Management Users in Hawaii" (Cox); "Effect of Staff Downsizing on 4-H Summer Camp Program Implementation" (Barkman); "Determining the Degree of Success of 4-H Summer Camp Promotion and Programming" (Diem); "Organizational Commitment of Agents in the West Virginia Cooperative Extension Service" (Wright et al.); "Reducing Stress Created by Change Agent Roles and Job-Related Factors among Minnesota County Extension Agents" (Smalley, Verma); "Extension's Role in Retirement Concerns of the Maturing Population" (Marion, Iams); "4-H Impact on Alumni" (Woloshuk, Lawrence); "Development of Life Skills of 4-H Club Members" (Waguespack, Moss); "Comparison of Advantaged and Disadvantaged Populations of Adult Learners Using the Expectancy-Valence Paradigm of Motivation and Adult Learner Participation" (Van Tilburg); "Financial Management Training Needs of Extension Home Economists" (Bowen, Gritzmacher); "Role of Graduate Education on Continuing Professional Development of Pennsylvania Extension Staff" (Gregory, Cantrell); "Food and Nutrition Evaluation Practices of Ohio Extension Home Economics" (McClish, Gritzmacher); "Marketing of Select Fresh Agricultural Products in the Cleveland, Ohio Metropolitan Area" (Drake, James); "Readability of Written Mass Mailing Material Produced at the County Level of the Alabama Cooperative Extension Service" (Johnson, Verma); and "Grounding Instrumentation in Reality" (Van Tilburg, Heimlich). Discussant reactions and six poster sessions are also included. (CML)

ED 315 722 CS 009 893

Volpe, Myra Elaine
Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
PUB DATE- Dec 89
NOTE- 37p.; Requirements for a Master's degree, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Basal Reading; Beginning Reading; *Definitions; Elementary Education; *Reading Materials; Reading Research; Textbook Content
IDENTIFIERS- *Prefixes
A study (replicating a similar 1977 study by S. Stotsky), examined whether current basal series teach prefixion clearly. Teacher's guides, student texts, and workbooks of nine popular basal reader series were examined to ascertain whether they offered a clear definition of the term "prefix" and whether that definition was reinforced by the use of correct exemplars. The series examined were published by D.C. Heath; Harcourt-Brace-Jovanovich; Holt Rinehart and Winston; Houghton Mifflin; Macmillan; McGraw-Hill; Open Court; Scott Foresman; and Silver-Burdett and Ginn. Results showed that confusion exists in the definition of "prefix" and that this confusion is frequently compounded by the use of exemplars which mix prefixed words with words with etymological elements which are therefore noncomposite in English. (Five tables of data are included; 24 references and an appendix listing the reading series used in the Stotsky suty are attached.) (SR)

ED 315 751 CS 009 965

Shaffer, Susan, Comp.
101 Books for Summer Reading K-6 .
American Univ., Washington, DC. Mid-Atlantic Equity Center.
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- The Mid-Atlantic Equity Center, The American University, 5010 Wisconsin Ave., N.W., Suite 310, Washington, DC 20016 ($1.50 each within service area--DE, MD, VA, PA, WV, DC; limited copies available outside service area).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; Disabilities; Elementary Education; Ethnic Groups; *Racial Balance; *Recreational Reading; *Sex Fairness
IDENTIFIERS- *Trade Books

This annotated reading list of 101 books for children (grades kindergarten through sixth) contains books selected for being race and sex fair and for portraying children and adults who are disabled. The list also includes books representing various ethnic groups and showing males and females in nontraditional roles. The list is divided into books appropriate for grades K-2 and 3-6, with possible overlaps depending on children's reading levels. Although it was written for summer reading, the list is appropriate for use by teachers, parents, librarians, and students throughout the year. Most of the books included in this list can be found in local libraries. (SR)

ED 315 809 CS 507 033

Hebert, Patrick J.
Television Reporting of the Bereaved: A General Semantics Approach.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; *Diffusion (Communication); Freedom of Information; Mass Media Role; Mass Media Use; Models; *News Media; *News Reporting; *Semantics; Television Viewing
IDENTIFIERS- *Bereavement; General Semantics Paradigm (Korzybski); *Semantic Features; Semantic Integration
Knowledge and application of basic general semantics principles when interviewing the bereaved can heighten social sensitivity, reduce misinterpretations, and minimize misevaluations. General semantics is concerned with the need to make transformations between sensory input and language output more isomorphic. It is an attempt to produce the best possible match between behavior and the facts, between language and reality. It is a system of evaluation based on mental flexibility, and lack of "allness" reactions, and can lead to personal integration and objectivity which come from adequate evaluation. General semantics formulations can improve critical reading/writing skills, enhance self-concept, reduce prejudice, increase creativity, help facilitate effective communication within organizations, increase problem-solving skills while fostering personal-social adjustments, develop critical thinking skills, develop extensional thinking in journalism students, and improve counseling and therapy skills. Some of the basic formulations of general semantics as applied to mass media treatment of the bereaved are: time-binding, critical thinking, intensional orientation, polarization, indiscrimination, non-additivity, and fact-inference confusion. The influence of television reporting is further magnified when faced with the public's fascination with pain and death. General semantics could be fertile ground for training the reporter in matters pertaining to the bereaved. (Fifty-seven notes are included.) (MG)

ED 315 823 CS 507 063

Murphy, John
Narrative and Social Actions: "The Making of the President 1960."
PUB DATE- Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authors; Cultural Context; *Discourse Analysis; Persuasive Discourse; Political Science; *Presidential Campaigns (United States); *Rhetorical Criticism; Social Action; United States History
IDENTIFIERS- Frye (Northrop); Kennedy (John F); *Narrative Theory; Political Communication; Political History; Quest; Twentieth Century History; *White (Theodore H)
Theodore H. White's "The Making of the President 1960" is widely acknowledged to be a classic of contemporary political history. Using the concepts of Northrop Frye, a study examined the narrative structure of White's work and contends that the book's power derives from its form as a quest story in a high mimetic mode. As such, the book functions to legitimate the political system and the results of the election. Analysis shows that the study of narrative in human communication can profit from an examination of the social action performed by specific types of narratives. Such a perspective would answer charges that narrative theory is too general to provide the pragmatic tools needed for effective criticism. (Thirty-seven references are attached.) (Author/SG)

ED 315 867 EA 021 588

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Sep 86
NOTE- 104p.; For related documents, see EA 021 590-591.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Clinical Experience; Course Content; Curriculum; Curriculum Development; *Curriculum Guides; High Schools; *High School Students; *Internship Programs; Program Content; *Program Descriptions; Student Experience
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

This curriculum guide provides the framework for the Academic Internship Program (AIP) that is available to Charlotte-Mecklenburg (North Carolina) Public Schools' high school students. In each career area, information is provided to describe the purpose of the internship, the qualifications for the intern, the content/scope and competency goals for the internship, and vocabulary applicable to the internship. A preliminary section describes the three types of development that occur in a successful internship, the procedures used in developing internships, and the benefits of the AIP. Internship placement areas include accounting, advertising and public relations, art, architecture, banking, child development, computer services, dentistry, engineering, fashion merchandising, government, interior design, investment banking, journalism, laboratory technology, law, nursing, pharmacy, photograpy, physical therapy, physician, radio-television, radiology and emergency medical services, respiratory therapy, and veterinary medicine. Examples of how various community sponsors have scheduled their student interns are appended. (SI)

ED 315 881 EA 021 609

Study Hall Policy and Practice among Illinois Public High Schools.
Illinois State Board of Education, Springfield.
PUB DATE- Sep 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Trends; High Schools; Independent Study; *School Policy; School Statistics; *Study Centers
IDENTIFIERS- *Illinois

In response to questions raised by the Pupil Accounting System Advisory Group concerning the criteria for determining a day of attendance and whether study hall time should be counted when measuring attendance, the Illinois State Board of Education conducted a comprehensive survey to ascertain current study hall policy and practice among the state's public high schools. A questionnaire was mailed on April 26, 1989, to a random sample of 251 of the 681 public high schools in Illinois asking the school administrators to comment about study halls or the personnel who supervise them; the response rate was 95 percent. An analysis of the results indicates that: (1) 47 percent of the students had only one study hall per day while 37 percent had no study halls; (2) 80 percent of the schools did not allow the scheduling of back-to-back study halls; (3) for the most part, students were not permitted to skip a scheduled study hall; (4) students usually used study hall time for independent study; (5) only 31 percent of the schools had a policy that required each student to have at least one daily study hall; and (6) school administrators did not want to have students scheduled for more study halls. (KM)

ED 315 558 CE 054 002

Stark, Rosemary
Who Is Learning To Read.
PUB DATE- 8 Sep 88
NOTE- 9p.; Paper presented at the National Adult Literacy Symposium (Washington, DC, September 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; English (Second Language); Functional Literacy; Immigrants; Limited English Speaking; *Literacy Education; Second Language Learning; Spanish Speaking; *Tutors; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Connecticut (Danbury); *Literacy Volunteers of America
The Literacy Volunteers of America-Danbury, Connecticut, is a nonprofit community organization that provides free instruction in English for those to whom English is still largely a foreign language. For 10 years it has also provided free instruction in reading and writing for English-speaking persons whose education has not provided these skills. The community served is a 16-town area with a largely small-town, suburban population of about 180,000. The staff consists of 2 full-time employees, 3 part-time employees, and 12 volunteers. Volunteer tutors sometimes number more than 200. Students come from 35 different countries, but almost a third are Spanish-speaking. Seventy-nine percent are learning to speak English, and 30 percent are learning to read. The organization is funded by contributions from individuals, companies, and United Way; grants from some of the cities served; and grants from the Meserve Foundation and the Episcopal Church Women of Connecticut. In 1987, 565 students participated. The instruments used to assess student progress are pretests, Literacy Volunteers of America's English as a Second Language Oral Assessment, the READ test, the Slosson Oral Reading Test, and the Nelson test. Volunteer tutors are trained during eight preservice workshops and a yearly inservice course. The single program aspect that is best at motivating students is using one-on-one teaching directed at student-identified goals. Both objective and subjective measurements are necessary to determine whether these goals are met. Projects are frequently co-sponsored with other agencies. (CML)

ED 315 585 CE 054 056

Lesht, Faye L.
Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.
REPORT NO.- ISBN-1-877847-03-8
PUB DATE- 89
NOTE- 29p.
AVAILABLE FROM- Office of Continuing Education and Public Service, University of Illinois, 302 East John Street, Suite 202, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; *Continuing Education; *Departments; *Educational Finance; *Faculty College Relationship; Higher Education; Human Relations; Institutional Mission; *Program Development; Public Relations
This guide is one in a series of publications addressing a variety of topics related to both management and instruction in continuing education. Based on an earlier study, the guide shows how a number of effective continuing education managers have turned the challenge of survival into opportunities to become valued parts of their institution. Of the themes developed in the publication, one is central: understanding the problems of other units and managers in the institution and determining how a continuing education division is particularly suited to addressing these problems. The guide is organized in six short sections that outline the important steps in building support for continuing education within the institution: (1) presenting the "self," i.e., showing how the self-interest of the continuing education division serves the self-interest of other university divisions; (2) maintaining regular contact with influential members of the institution; (3) adapting to the institutional context; (4) serving the institution through collaboration; (5) building relationships in the institution; and (6) turning challenge into opportunity by relating division strengths to institutional problems and priorities. Ten references are included in the booklet. (KC)

ED 315 765 CS 212 146

Bradley, James
Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 42p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Creative Writing; Cultural Differences; Elementary Secondary Education; Exceptional Persons; Instructional Materials; Interdisciplinary Approach; Language Arts; Literary Criticism; *Literature; *Literature Appreciation; Oral Interpretation; *Reader Response; Sex Differences

A survey of professional publications concerned with curriculum and instruction in the learning and teaching of literature at the elementary and secondary levels, this annotated bibliography derives principally from the ERIC database. The 207-item bibliography includes titles dating from 1980 through 1988. The selections are divided into sections on: (1) adolescent literature; (2) booklists (elementary, secondary, and general); (3) cultural diversity; (4) curriculum materials; (5) drama and oral interpretation; (6) exceptional children; (7) gender issues; (8) interdisciplinary approaches; (9) literature instruction (elementary, secondary, and general); and (10) writing and literature. (NKA)

ED 315 780 CS 212 220

Applebee, Arthur N.; And Others
The Writing Report Card, 1984-88: Findings from the Nation's Report Card.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-096-7; NAEP-19-W-01
PUB DATE- Jan 90
NOTE- 111p.; For Reading Report Card, see CS 009 931.
GRANT- G008720335
AVAILABLE FROM- National Assessment of Educational Progress (NAEP), Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Expository Writing; Grade 4; Grade 8; Grade 11; Grammar; Instructional Effectiveness; *National Surveys; Persuasive Discourse; Punctuation; Spelling; Student Attitudes; Trend Analysis; *Writing Evaluation
IDENTIFIERS- National Assessment of Educational Progress; *Writing Attitudes
Based on two national assessments of the writing proficiency of representative samples of students in grades 4, 8, and 11 conducted during the school years ending in 1984 and 1988, this report assesses the informative, persuasive, and imaginative writing performance of the nation's students and tracks changes in performance over time. The first three chapters of the report describe student performance on the informative, persuasive, and imaginative writing tasks included in the writing trend assessments, based on the results of the primary trait and holistic analyses. The fourth chapter summarizes trends in average task accomplishment for the nation and various demographic subpopulations. In the fifth chapter, trends in students' grammar, punctuation, and spelling are discussed. The sixth chapter discusses factors that appear to be related to writing performance, such as students' instructional experiences and home environment. The report concludes that despite some progress on some tasks, students' writing performance across tasks remains low and has changed little across time. The report also finds that the extent to which students at all grade levels value writing, use it in their own lives, and engage in writing process activities remains quite limited. (A procedural appendix and an appendix of data are attached.) (RS)

ED 315 520 CE 053 759

Fleischman, Howard L.
Models of Vocational Training for Limited English Proficient Adults.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 29p.; Document contains some small type. For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0123
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Vocational Education; *Bilingual Education Programs; Case Studies; Disadvantaged; English (Second Language); *Labor Force Development; Language Proficiency; *Limited English Speaking; Social Services
IDENTIFIERS- Arizona; California; *Carl D Perkins Vocational Education Act 1984; Florida; Illinois; New York; Texas
This document describes various models of vocational training directed specifically at adults with limited English proficiency (LEP). An introduction explains how the information was obtained (through interviews with staff and officials at state agencies that administer such programs in six states). Section 2 presents a conceptual framework of vocational training for adults with LEP, which involves language, vocational, and support services components. Each of the next three chapters explains one of those components in detail. Chapter 6 describes three typical programs and identifies the program practices of each within the overall conceptual framework. A short summary and a nine-item bibliography conclude the document. (CML)

ED 315 598 CE 054 076

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE- 86
NOTE- 74p.; For related documents, see CE 054 072-074. Appended charts have broken dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Adult Basic Education; Adult Education; Adult Literacy; Basic Skills; Community Organizations; Cooperative Programs; Educational Administration; *English (Second Language); Functional Literacy; *Library Extension; *Literacy Education; Program Effectiveness; *Program Implementation; Public Libraries; Universities
IDENTIFIERS- *New York (New York); *New York City Adult Literacy Initiative

Following an introduction that states the Adult Literacy Initiative's objectives for fiscal year 1985, this final report presents the bulk of its information in sections on (1) the literacy services of the City University of New York, community-based organizations, and the New York City Board of Education; and (2) the literacy services of the New York public library. Within the first section, the following subjects are addressed: (1) provider agencies; (2) student information such as their numbers, type of instruction, level of instruction, types of programs, race, ethnicity, gender, age, and employment status; (3) amount of instruction students receive; (4) student achievement, including posttest information, students who showed test gains, evaluation of students in basic education programs, evaluation of students in English-as-a-second-language education programs, other student achievements, and students' reasons for leaving instructional programs; (5) the numbers and type of staff and the hours of staff development; (6) a self-analysis of program performance, including features, accomplishments, and difficulties; and (7) program costs. The section on the literacy services of the public library provides information on services offered; locations; print, audiovisual, and computer materials; staff development; and expenditures. Fifty tables appear in the narrative sections of the document. A one-page summary and an appendix of summary data, including a map showing the distribution of literacy programs within the city, conclude the document. (CML)

ED 315 611 CE 054 158

Malmberg, Harvey
History of Adult Vocational Education in Canada.
New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 89
NOTE- 22p.; For a related document, see CE 054 203.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Vocational Education; *Educational Demand; Educational Finance; *Educational History; *Educational Trends; Enrollment Trends; Foreign Countries; *Government School Relationship; Postsecondary Education
IDENTIFIERS- *Canada
This review of adult vocational education in Canada includes an introduction, highlights in the history of adult vocational education in Canada, and a summary. The introduction considers what adult vocational education is and explains the relationship between Canada's constitution and education. The highlights section covers these periods: before Confederation, Confederation to the First World War, World War I and the Depression years, the Second World War and the post-war period, and the coming of age of adult vocational education thereafter. A section called Summary, Issues, and Conclusion provides statistics on Canadian participation in adult education and information about government support for adult education. (In 1982, a survey indicated that 34 percent of Canadian adults were learners. In 1983, a comprehensive survey revealed that one in every five Canadians aged 17 and over was enrolled in at least one adult education course, making the size of the adult education population almost as large as the elementary and secondary populations. The Council of Ministers of Education, Canada, and the Secretary of State sponsored a National Forum on Post-Secondary Education in Saskatoon in 1987 that drew a wide representation from governments, universities, industry, and interest groups.) The document concludes with a 21-item reference list. (CML)

ED 315 640 CE 054 220

Ohio's Career Education Program.
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Educational Philosophy; *Education Work Relationship; Elementary Secondary Education; Outcomes of Education; *Relevance (Education); School Business Relationship; Special Needs Students; *State Curriculum Guides; *Statewide Planning
IDENTIFIERS- *Ohio

This document describes Ohio's career education model in six sections. Section 1 explains the educational philosophy on which the model is based. Section 2 lists the seven developmental areas (self, individual and environment, economics, world of work, education and training, employability and work adjustment skills, and decision making) the model covers and the general goal statements for each. Section 3 lists the four grade-level components (motivation for grades K-6, orientation for grades 7 and 8, exploration for grades 9 and 10, and preparation for grades 11 and 12) and learner objectives for each. Section 4 describes the seven core functions that must be provided in every Ohio career education program (career assessment, career information, staff development, community involvement, curriculum, career-related instructional materials, and coordination of staff and activities). Section 5 describes the five special concerns that career education programs must address: combating sex-role stereotyping and sex bias; equitably addressing the career education needs of disadvantaged, minorities, women, persons who speak limited English, handicapped persons, and talented and gifted students; developing effective linkages with guidance counselors; initiating cooperative programs with job placement personnel; and providing awareness of major societal trends. Section 6 describes the career education delivery system in terms of student outcomes and the roles of teachers, counselors, and administrators. (CML)

ED 315 653 CE 054 254

Bjorkquist, David C.
Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Dec 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Corporate Education; *Industrial Training; *Organizational Climate; Resource Allocation; Staff Development; Standards; *Trainers; Training Objectives
IDENTIFIERS- *Corporate Takeovers
This document reports on a study of the training needs that result from actual or impending corporate takeovers, based on needs assessments at three corporations conducted by students as part of a university class over a period of 10 weeks. The first section describes the study's background and methodology. The qualitative research methodology used in the needs assessments involved framing the problem, gathering data, interpreting it, restating the problem, and cycling through the other processes again to improve reliability and validity. This recycling process occurred several times in each needs assessment. Follow-up interviews were conducted with training personnel in the firms in which the needs assessments initially took place. The second section describes the purposes of the document, which include reporting on changes in the training staff and financial resources provided, newly assigned training goals, and the perspective toward the takeover of those who are directing the training effort. Section 3 describes incidents associated with unwanted and friendly threatened takeovers and addresses possible implications and questions raised. Section 4 deals with the period of adjustment after the takeover, highlighting changes in function, changes in scope and focus, changes in performance standards, potential problems, and changes in corporate culture. Section 5 explores decisions to be made by the trainer, including whether to act or react. Section 6 poses continuing research questions. Section 7 is a short conclusion. (CML)

ED 315 693 CG 022 272

Myrick, Robert D.; And Others
Children's Behavior in a Changing World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 36p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Problems; Counseling Techniques; Counselor Role; Elementary Education; *Elementary School Students; *School Counseling; *School Counselors; *Student Behavior
This ninth chapter in "Elementary School Counseling in a Changing World" contains four journal articles on ways that counselors can work to change children's misbehavior and foster productive behavior. "Changing Student Attitudes and Behavior Through Group Counseling" by Robert Myrick and R. Wiley Dixon presents results of a study showing that fifth- and sixth-grade students who participated in a structured counseling group improved their attitudes toward school and their academic achievement. "Project Explore: An Activity-Based Counseling Group" by Kevin Duncan, David Beck, and Richard Granum reports on a 9-week activity group that was effective in improving behaviors related to problem solving, communications, and group cooperation. "Efficacy of Counseling Services in Decreasing Behavior Problems of Elementary School Children" by Harriet Cobb and Herbert Richards examines a series of interventions that elementary school counselors can implement to decrease behavior problems of children. "The Effects of Classroom Meetings on Self-Concept and Behavior" by Sandra Sorsdahl and Robert Sanche concludes, from a 20-week study, that classroom meetings may be effective as both a treatment technique for students with behavior problems and as a technique for the prevention of problem behavior. The chapter concludes with a set of issues for elementary school counselors to consider about children's behavior in a changing world. (NB)

ED 315 708 CG 022 289

Thompson, Rosemary
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- At Risk Persons; Coping; Counseling Techniques; Counselor Role; *Death; *Depression (Psychology); Elementary Secondary Education; *Emotional Adjustment; *Grief; High Risk Students; School Involvement; School Role; Stress Management; *Suicide
IDENTIFIERS- ERIC Digests; *Grief Counseling
This digest describes post-traumatic loss debriefing, a structured group process approach to help survivors manage their physical, cognitive, and emotional responses to a traumatic loss. It discusses seven stages of debriefing: (1) Introductory Stage; (2) Fact Stage; (3) Life Review Stage; (4) Feeling Stage; (5) Reaction Stage; (6) Learning Stage; and (7) Closure Stage. References are included. (TE)

ED 315 737 CS 009 943

Ehlinger, Jeanne
Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Grade 8; Junior High Schools; *Learning Strategies; Middle Schools; Protocol Analysis; Skill Analysis; *Thinking Skills; *Transfer of Training
IDENTIFIERS- Think Aloud Program; Thinking across the Curriculum
A study examined whether students were able to transfer the learning of a modeled "think-aloud" strategy to comprehension monitoring in other learning situations. Sixty-four eighth grade students in a midwestern town were identified as average proficiency readers based on a cloze test. There were no significant differences among the groups (passive, active, and fullrange modeling conditions) in reading proficiency or in ability to monitor comprehension. All students were administered a questionnaire designed to answer the transfer questions of the study. Results indicated that the majority of the students used the think-aloud strategy in other classes at school. Fewer students reported using the think-aloud strategy out of school, with no significant differences among groups for transfer of the strategy to non-school situations. Results indicated significant differences among groups for use of the strategy in school, with the active and fullrange modeling groups reporting significantly more transfer situations. These students also had a greater percentage of responses than the passive group when asked "How has the think-aloud helped you?" They commented on how it helped them understand what they were reading and how it helped them deal with confusions that arose during reading. Students from all groups explained that they learned to slow down and take time to think aloud about what they were reading. Students in the active and fullrange modeling conditions were the only ones who made comments exemplifying their sense of self-efficacy. (One figure and three tables are included.) (MG)

ED 315 752 CS 009 966

Milsted, Joy
Now Johnny CAN Learn To Read.
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- Reading SUCCESS Unlimited, P.O. Box 215, Gallatin, MO 64640 ($7.00 each, 10 copies for $63.00 plus $3.00 shipping and handling, 20 copies for $119.00 plus $5.00 shipping and handling, 25 copies for $140.00 plus $5.00 shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Holistic Approach; Language Acquisition; Parents as Teachers; Reading Ability; Reading Attitudes; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Processes; Reading Skills; *Reading Strategies; Reading Teachers; *Whole Language Approach
IDENTIFIERS- Reading Motivation
"Now Johnny CAN Learn to Read" is an easy-to-read book intended for anyone involved in helping others learn to read. An initial section of the book focuses on how to make reading a socially stimulating, successful activity. In this section, viewpoints are shared from a child and a parent, and a reading specialist tells of the successes which reading specialists experience by giving children support as they learn to read. Chapter titles include: "Johnny's Story"; "Johnny's Mother's Story"; "Why Did Johnny Have Trouble Learning to Read?"; "A Specialist's Story"; "The Story of SUCCESS"; "Reading Is a Language Process"; "The Keys to SUCCESS in Reading: Modeling, Participating, and Interaction"; and "Why Use Whole-Language Strategies to Teach Reading?" The second section tells how to use the Five Success Reading Strategies, which will motivate students to become actively involved in the reading process. Chapter titles include: "What is SUCCESS?"; "Read-Spell-Read Games"; "Oral Reading Participation"; "Clozing Blanks and Riddling"; "Peer Questioning"; and "We Have Given Them Wings--Now Let Them Fly." (MG)

ED 315 533 CE 053 772

Wong, Kenneth K.
Mapping Work-Related Education System for Youths in Chicago.
National Center on Education and Employment, New York, NY.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 70p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; *Disadvantaged Youth; Educational Finance; Educational Policy; Employment Programs; Federal Programs; Job Placement; *Job Training; *Nonprofit Organizations; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Public Policy; Secondary Education; Sex Fairness; State Programs; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Illinois (Chicago); Job Training Partnership Act 1982
This report surveys the vocational education system, work experience programs, and job training programs for youths in Chicago. The report is organized in five sections. It begins with a brief review of the socioeconomic context that affects youth employment in the city of Chicago. Section 2 examines vocational training in the Chicago public schools. Data on enrollment, curriculum, funding, and dropout rates are followed by a discussion of major policy issues on placement, sex equity, and curricular response to changes in the job market. The third and fourth sections look at supplemental job training programs outside the regular classroom settings. The role of nonprofit organizations is discussed, using information from 15 major organizations. The pivotal role of the federal Job Training Partnership Act programs is examined closely. The analysis includes a look at the representation of disadvantaged groups in these programs, the kinds of training offered, the level of funding, and placement-earnings outcomes. The concluding section offers preliminary assessment of the effectiveness of these work-related programs in fostering integration of disadvantaged youths into the labor market. Data for these analyses were collected from a variety of sources, such as program records, school records, state and city records, surveys, and personal contacts. Twenty-eight references are included. (KC)

ED 315 545 CE 053 793

Tuma, John E.; And Others
Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 234p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; Enrollment; Enrollment Rate; *Enrollment Trends; *High School Graduates; High Schools; *Public Schools; School Demography; *School Statistics; *Secondary School Curriculum; *Student Characteristics; Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Survey Youth Cohort; Study of Academic Prediction and Growth
This data handbook presents enrollment statistics for public high school graduates for selected years between 1969 and 1987. The data used to generate these statistics were taken from students' high school transcripts. Four data sets were used to generate the statistics in this time series report: the National Assessment of Educational Progress (1987); High School and Beyond (1982); the National Longitudinal Survey--Youth Cohort (1975-82); and the Educational Testing Service's Study of Academic Prediction and Growth (1969). The Secondary School Taxonomy was used to organize the data in a consistent framework. There are 155 tables in this report, organized in three series. The first series shows general enrollment trends for students with various demographic characteristics. The second series shows in greater detail the trends in academic enrollments, and the third series presents enrollment trends in the vocational education curriculum. Appendixes provide detailed discussions of the data sources and research methodology. (KC)

ED 315 572 CE 054 038

Rietveld, Richard; And Others
Partnership with Industry: Film Production Technology.
PUB DATE- Dec 89
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Community Colleges; Cooperative Programs; Corporate Support; Curriculum Development; *Education Work Relationship; Film Industry; *Film Production; Film Production Specialists; Job Training; Occupational Information; *School Business Relationship; *School Community Relationship; *Technical Education; Two Year Colleges
IDENTIFIERS- *Florida; MGM Studios; Universal Studios Florida; *Walt Disney World
The 1988 final report of a task force from the Florida Postsecondary Education Planning Commission stated that in order to ensure continued growth of the motion picture film industry in the state, the postsecondary community must provide a well-trained and competent work force adept in all aspects of the industry. The film industry is a growing presence in Florida, where Walt Disney World-MGM Studios and Universal Studios Florida are expected to invest more than $650 million. It became Valencia Community College's goal to find the resources necessary to train "below the line" technicians such as grips, camera technicians, and dolly operators. Valencia and Disney received a Sunshine State Skills grant to provide training for specialized skills in the areas of grip, gaffer-electrical, sound, set construction, and camera assisting. Matching funds provided by Disney included equipment, personnel, and facilities. During the 2-month training period, 121 students were trained. Since there were no extant models or curriculum, the instructors developed their own training components. The long-term goal is that this curriculum will form the basis of a film option in Valencia's Theater and Entertainment Technology, Associate Science Degree Program. A close working relationship developed between those at the college and the Disney personnel. The training was successful. Graduates are being hired. In fact, they are being given preference. Valencia is repeating the program, this time with Universal Studios. (CML)

ED 315 626 CE 054 187

Morey, B. E.
Review of Adult Literacy Activities: A Commonwealth Perspective.
Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Jan 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Educational Finance; Educational Philosophy; Educational Policy; Federal Programs; Federal State Relationship; Foreign Countries; *Government Role; *Literacy Education; Minority Groups; Outcomes of Education; Program Descriptions; Program Effectiveness; *Program Implementation; State Programs
IDENTIFIERS- Aboriginal People; *Australia

This review provides a background summary of the Commonwealth's involvement in the field of adult literacy in Australia. The review is not research based and does not make recommendations, but it highlights the issues that are important for the future direction of the Commonwealth's involvement in the field. The review is organized into seven sections: (1) terms of reference and purpose of the review; (2) background and government policies; (3) a summary of the provision of adult literacy programs--state based and Commonwealth funded; (4) issues in adult literacy; (5) an overview of adult literacy programs, organized into the Commonwealth programs, labor market programs, aboriginal programs, and adult migrant education programs; (6) state programs; and (7) summary of issues for future directions. Following 26 references, appendixes report literacy education policies, expenditures, and statistics. (KC)

ED 315 680 CG 022 259

Jones, John W.; And Others
Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
PUB DATE- 13 Dec 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Job Applicants; Job Application; *Privacy; *Screening Tests
IDENTIFIERS- *Honesty
The estimates of employees who steal range from approximately 20 percent to 40 percent. While researchers are still attempting to quantify both the total frequency and cost of employee theft, the existence of meaningful amounts of theft by employees is widely accepted. Professionally developed pre-employment honesty tests do not appear to infringe upon the privacy rights of job applicants. Privacy issues are relevant to instrument selection, administrative procedures, accuracy of results, confidentiality and security, and groups with special concerns, such as minorities and unions. Honesty tests are one of many loss control programs that can help companies control their theft-related losses and better avoid negligent hiring lawsuits. Honesty tests need to be job relevant, appropriately administered, valid and fair. They should comply with all relevant legal and professional standards for psychological tests. Finally, many workplace privacy issues, such as inappropriate search and seizure, and wrongful discharge are not relevant to pre-employment honesty tests. Companies should make sure they use professionally developed and validated honesty tests. In an age where companies must control theft-related losses while at the same time avoiding privacy-related law suits, pre-employment honesty testing programs appear to be an acceptable strategy on both fronts. (ABL)

ED 315 723 CS 009 896

McHugh, Caroline
A Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
PUB DATE- Dec 89
NOTE- 40p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 3; *Oral Reading; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Interests; Reading Research; *Sustained Silent Reading
IDENTIFIERS- Estes Attitude Scale

To investigate the effects on students' reading attitudes and interests of sustained silent reading as opposed to reading aloud, a study divided 50 urban third graders into two groups, with 25 in each group. One group of students engaged in an 8-week period of sustained silent reading which was teacher directed before and after the reading process. The other group was read to aloud by the teacher for 8 weeks using carefully selected books of varying genres. The Estes Attitudes Scale of reading attitudes was used as a pre and posttest measure for both groups. No significant differences in attitudes or interests were found between the two groups. (One table of data is included, 28 references are attached, and the scores and test instruments are appended.) (SR)

ED 315 795 CS 212 245

Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
Oregon State Dept. of Education, Salem.
PUB DATE- Dec 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Grade 8; Junior High Schools; Middle Schools; *State Surveys; Student Evaluation; Student Writing Models; *Writing Evaluation
IDENTIFIERS- *Oregon

This report reviews and analyzes the results of the third statewide analytical writing assessment of Oregon eighth graders. Following an introduction, the report is in five chapters: (1) The Oregon Writing Assessment Interpretive Panel: Comments and Recommendations; (2) Strengths and Weaknesses in Student Writing--A Trait-by-Trait Analysis (giving specific results from the assessment on each of the six traits--ideas and content, organization, voice, word choice, sentence structure, and conventions--together with sample papers illustrating strong and weak performance across traits); (3) Substudy Comparing 1987 and 1989; (4) Factors Affecting Student Writing; and (5) A Brief History of Writing Assessment in Oregon. Appendixes contain student directions, a guide to revision, a summary of teachers' responses from the teacher survey form, a list of the 1989 Interpretive Panel members, and a table of writing performance 1985-1989. (SR)

ED 315 824 CS 507 064

Burke, Julie A.; And Others
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Nov 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
GRANT- RI8-HL32847
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Analysis of Variance; Communication Research; Grade 7; *Health Programs; Interpersonal Communication; Intervention; Junior High Schools; Middle Schools; Path Analysis; *Peer Influence; Peer Relationship; Physical Health; *Smoking; *Social Values
IDENTIFIERS- Health Communication; *Health Motivation; *Iowa
This study examined a smoking intervention program, which employed group competitions with rewards, to determine its effects on adolescents' smoking-relevant beliefs, their subjective norms, and peer influence. Initially, 1,187 seventh graders in Burlington, Clinton, and Muscatine, Iowa were surveyed in 1984. Data were gathered from a re-survey administered to 964 of these seventh graders attending seven middle schools in 1986. Two communities participated in a smoking prevention curriculum as well as in a knowledge competition and a nonsmoking competition while students in the third community received only the educational unit. Results revealed that the effects of the intervention on self-reported smoking interacted with the amount adolescents had smoked prior to the intervention. Those who had never smoked and occasional smokers who participated in the competition reported smoking less frequently than those in the control group. The opposite was found for adolescents who were already weekly smokers before the intervention; weekly smokers who were in the competition increased their frequency of smoking more than those who were not and had higher salivary thiocyanate levels. When self-described smoking was the dependent variable, this boomerang effect was found for girls but not for boys. Results also indicated that the competition affected subjects' beliefs about the bad effects and short-term good effects of smoking, as well as their perceptions of their friends' attitudes toward smoking, and these, in turn, affected smoking behavior. (Six tables and two figures of data are included; 39 references are attached.) (KEH)

ED 315 838 CS 507 086

Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials.
Illinois State Board of Education, Springfield.
PUB DATE- 89
NOTE- 61p.; Page 53 contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Educational Assessment; Elementary Secondary Education; *Listening; Listening Comprehension; Listening Comprehension Tests; Listening Skills; Speech Communication; *Speech Instruction; Speech Skills; Student Evaluation
IDENTIFIERS- *Illinois

This guide, intended to assist school districts as they implement classroom activities and assessment procedures related to student learning objectives (for all grades) in the language arts areas of speaking and listening, reflects what students should know and be able to do in language arts as a consequence of their schooling. The guide is in seven sections: (1) Introduction; (2) Speaking Instruction: Sample Goals, Skills, Objectives, and Activities; (3) Speaking Performance Assessment; (4) Listening Instruction: Sample Goals, Skills, Objectives, and Activities; (5) Assessing Listening; (6) Curriculum Development, Assessment, and Activity Sources (containing 40 items); and (7) Annotated Resources (containing 32 items). (SR)

ED 315 853 EA 021 541

Accessibility Requirements Manual.
Florida State Dept. of Community Affairs, Tallahassee. Board of Building Codes and Standards.
PUB DATE- Jan 90
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); Architecture; Building Design; *Design Requirements; Disabilities; Educational Facilities Design; Elementary Secondary Education; Facility Requirements; Physical Disabilities; *Physical Mobility; State Legislation; Structural Elements (Construction)
IDENTIFIERS- *Florida

Accessibilty features of buildings and facilities provide the opportunity for handicapped persons in the community to become more self-reliant and independent; barrier-free design can enable a person with disabilities to achieve his or her potential for contributions to society. In 1989, the Florida Legislature passed a bill mandating changes to the requirements for accessibilty for the physically handicapped. The bill also stipulated that the Department of Community Affairs be required to prepare a manual that fully explains the relationship and requirements of the American National Standards Institute (ANSI) standard and Part V of Chapter 553, Florida Statutes, relating to handicapped accessibility. This publication will be useful to many groups throughout the state in determining the minimum requirements for providing accessibility. Included within this manual are the requirements of Part V, Chapter 553, Florida Statutes; the mandatory portions of ANSI A117.1, 1986; definitions; interpretive illustrations; special notes; and three appendixes containing copies of the relevant legislation. The special notes contain additional data that should help to clarify the minimum requirements of the code. The text is laid out in concert with the interpretive illustrations so that a verbal and graphic representation of the subject matter is presented together. (KM)

ED 315 868 EA 021 590

Academic Internship Program: Intern's Handbook.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 89
NOTE- 35p.; For related documents, see EA 021 588 and 591.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Awareness; Cooperative Education; *Field Experience Programs; High Schools; *High School Students; *Internship Programs; *School Business Relationship; School Community Programs; Student Evaluation; *Student Experience; Student Journals
IDENTIFIERS- *Academic Internship Program NC

Since its beginning in 1975 at the West Charlotte High School in North Carolina, the Academic Internship Program has joined over 6,000 high school students in partnership with sponsors from the business community. The program, created as a supplement to formal classroom instruction, is intended to: (1) provide opportunities for high school students to explore areas of academic, career, or service interests through the development of internship programs within local governmental and civic agencies, businesses, industries, and individuals; (2) establish a positive relationship between the internship program, the school, and the community; and (3) enable students to earn extra credit for extracurricular experiences of an academic nature. This handbook was prepared to help the student intern understand the objectives and organization of the program, his or her responsibilities as an intern, and how to have a successful internship. Additionally, forms are provided for the academic internship student commitment, intern time sheets, evaluation of the intern, the internship journal, and the internship project. Examples of how three community sponsors scheduled their student interns are appended. (KM)

ED 315 882 EA 021 610

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.
PUB DATE- Dec 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classroom Design; Compliance (Legal); *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; *Facility Requirements; Public Schools; School Construction; Site Selection; *Specifications; State Legislation; *State Standards
IDENTIFIERS- *North Carolina

In July 1987, North Carolina enacted legislation to provide funds for public school construction. This document defines and describes the educational spaces needed to support a comprehensive educational program and to set minimal standards for types of spaces and for sizes of spaces. Standards, comments, and recommendations are provided for the following educational spaces: (1) school sites; (2) regular classrooms; (3) science classrooms; (4) small group rooms; (5) rooms for exceptional children; (6) arts education (music, visual arts, theatre arts, and dance); (7) vocational education; (8) media centers; (9) physical education; (10) administration; (11) commons, circulation, and entries; (12) dining room and kitchen and (13) building support areas. The appendix provides selected general statutes that relate to public school construction in the state; basic education formulas for maximum legal class size and teacher allotments; recommended minimum facilities by size of school for arts, physical, and vocational education; and the school facility standards policy of the North Carolina State Board of Education. The appendix also contains a form required from boards of education that submit plans with deviations from the standards. (MLF)

ED 315 521 CE 053 760

Fleischman, Howard L.; Willette, JoAnne
Development Associates, Inc., Arlington, Va.
An Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 41p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0123
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Vocational Education; *Bilingual Education Programs; Case Studies; Disadvantaged; English (Second Language); *Labor Force Development; Language Proficiency; *Limited English Speaking; Social Services
IDENTIFIERS- Arizona; California; Carl D Perkins Vocational Education Act 1984; Florida; Illinois; New York; Texas
This document presents the major findings from a study of vocational training and other employment-related services for adults and out-of-school youth with limited English proficiency (LEP). An introduction describes the study and its purposes. Chapter 2 presents estimates and projections of the LEP population to the year 2000 and describes this group in terms of their English proficiency, race/ethnicity, age, education, year of immigration, geographic distribution and urbanicity, labor force status, income and earnings, type of household, and whether or not they are native born. Chapter 3 describes models of vocational training, addressing the language, vocational, and support services components. Chapter 4 presents the findings from six case studies conducted to examine services and policies concerning the provision of services to LEP adults in Arizona, California, Florida, Illinois, New York, and Texas. Chapter 5 offers conclusions and recommendations regarding the federal role, services needed, populations and geographic areas to target, the distribution of funds, and eligibility for services. (CML)

ED 315 559 CE 054 004

Muth, William R.
Federal Prison System Reading Programs.
PUB DATE- 8 Sep 88
NOTE- 12p.; Paper presented at the National Adult Literacy Symposium (Washington, DC, September 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Compulsory Education; *Correctional Education; Functional Literacy; Literacy Education; Prisoners; Remedial Programs

In fiscal year 1987, approximately 12,000 inmates, or 29 percent of the 44,000 incarcerated adults at least 18 years old, enrolled in adult basic education (ABE) programs. Six thousand five hundred completed their programs. Another 3,500 enrolled in the General Educational Development (GED) program and 2,800 received diplomas. All inmates who enter the federal prison system must take the Adult Basic Level Examination (ABLE). All inmates whose score on any subtest is below the 8.0 grade level must enter ABE for 90 days. During that time, they must attend at least 2 hours per day, unless they have only one subtest to remediate. Inmates who complete the 90-day period may choose to drop out of school. However, only inmates who have obtained their ABE credential can be paid more than entry-level pay grades in any industry or institutional work detail. The teaching staff encourage inmates to remain in school until they finish. Handicapped learners are exempted from the 8.0 grade-level performance requirement for promotion and can instead be promoted after demonstrating sustained effort, remaining in school to work to their potential for an agreed-upon amount of time, and receiving a recommendation from their work supervisor. The ABE program receives top priority within the school and is one of only two mandatory programs within the Bureau of Prisons. The other mandatory program is work. The total budget for all education programs, including ABE, GED, vocational training, recreation, postsecondary, social education, and leisure time is approximately $25 million. That includes salaries, contracts, equipment, and operating costs. (The document also includes answers to such questions as the following: Who is learning to read and how is that measured? How are teachers trained to assess student progress? What has been the biggest problem with assessment procedures? and What is best for motivating students? Also included are two references.) (CML)

ED 315 666 CE 054 813

Feichtner, Sheila H.
School-to-Work Transition for At-Risk Youth. Information Series No. 339.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 86p.
CONTRACT- RI88062005
AVAILABLE FROM- Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN339: $8.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Coordination; Curriculum Development; *Delivery Systems; Disabilities; Disadvantaged Youth; *Education Work Relationship; Federal Legislation; *High Risk Students; Individualized Education Programs; Job Training; Limited English Speaking; Secondary Education

School-to-work transition helps at-risk youth secure and maintain employment and an adult life-style. Transition focuses on individual characteristics, training needs, and choices that result in the development of realistic long-range goals and selection of appropriate programs and services. Effective school-to-work transition necessitates a wide array of transition options, articulated services, systematic prescription procedures, and an information tracking system. The following program and service barriers compound the societal barriers faced by at-risk youth: lack of systematic service delivery, lack of case managers, lack of career exploration programs, lack of agency coordination, underuse of parents as resources, and shortage of adult service programs. The unemployment and underemployment problems of at-risk youth are significant enough to the nation's economy to merit mandating a systematized school-to-work transition process for all at-risk youth. Major policy concerns include lack of an advocated transition model, trained personnel, and longitudinal information about the outcomes of transition processes. Recommendations for improvement include identification and training of case managers, especially for youth with disabilities and limited English proficiency; integration of career development/exploration in middle schools; research on outcomes; funding for the development of a standardized and computerized management information system to improve decision making and provide outcome measures about the cost effectiveness of programs and services. (74 references) (SK)

ED 315 766 CS 212 183

Ridout, Susan Ramp; And Others
An Integrated Language Arts Practicum.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Integrated Activities; Intermediate Grades; *Language Arts; Lesson Plans; *Reading Instruction; *Reading Writing Relationship; Teacher Education; *Writing Instruction
IDENTIFIERS- Indiana University Southeast
This document is a collection of materials used in a pre-student teaching practicum in language arts, in which each pre-student teacher is assigned to work with two or three children in the fourth or fifth grade for six lessons combining reading and writing with the use of the computer. The document also includes forms and questionnaires used in collecting data on the practicum from both pre-student teachers and grade school students, and explanatory papers sent to participating elementary school teachers. (SR)

ED 315 810 CS 507 034

Borchardt, Donald A.
Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual Meeting of the International Society for Exploring Teaching Alternatives (Fort Collins, CO, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; Class Activities; *Critical Thinking; Feedback; Higher Education; *Humor; Teaching Methods; Television Commercials
IDENTIFIERS- Broadcasting Curriculum; Guided Design Approach (Teaching); *Higher Order Skills; Television Criticism; *Thinking Skills
In a Development and Criticism of Broadcasting course, humorous cartoons and television commercials were used to stimulate critical thinking about course content. Students were taught to use the higher order thinking skills of analysis, synthesis, and evaluation to turn passive viewing or listening skills into active thinking activities. Humor adds dimension to the higher order skills in that humor in itself is critical and an integral part of the presentation. Analyzing visual examples, getting critical feedback from imaginative portrayals and exaggerations, and self-actualizing through inventive suggestions are ways to enhance active learning. There is usually an underlying serious problem to be found in humor, so that in identifying the problem, the higher order thinking skills can be put into practice. (An appendix which contains a "thinking it over" diagram is attached.) (SG)

ED 315 508 CE 053 106

McBryde, Merry J.; Karr-Kidwell, P. J.
Problem-Solving Strategies for Career Planning.
PUB DATE- 8 May 87
NOTE- 18p.; Paper presented at the Women and Work Conference (Arlington, TX, May 8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Career Change; Career Choice; Career Development; *Career Planning; *Education Work Relationship; *Employed Women; Midlife Transitions; *Problem Solving; Professional Development; *Promotion (Occupational)

The need for new expertise in problem solving in the work setting has emerged as a woman's issue because work outside the home has become a primary means for personal goal attainment for about half the women in the United States and because traditional career patterns and norms are ineffective. Career planning is the process of individual career needs identification and information gathering aimed at a meshing of specified individual and organizational goals through a defined plan of action. The process consists of the following five steps: (1) assessment; (2) diagnosis; (3) planning; (4) intervention; and (5) evaluation. Self-assessment with the help of popular resources may be best. Diagnostic labeling is a key to problem-solving strategies. Goals should be written, specific, and measurable within a specific time frame. Resources must be available if a workable plan of action is to be developed. Dealing with inferior leadership may require some specific strategies. The employee's options include: (1) promoting herself within her company (by writing for company publications, conducting seminars, and volunteering); (2) developing an influential reputation within the company (by being up to date on field-related information and sharing it); and (3) keeping up the quality of work and the relationship with the inferior supervisor. In any job setting she must also develop contacts; it is important to plant seeds for the next job move a year or two in advance. Evaluation is a check point to see whether goals/needs are met and to investigate the need for reprocessing any of the previous stages of the problem-solving process. (15 references.) (CML)

ED 315 586 CE 054 057

Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Research; Education Work Relationship; *High Risk Students; High Schools; Out of School Youth; *Potential Dropouts; Research Reports; Resources; Truancy; Vocational Education
IDENTIFIERS- *New York

This compilation pulls together the most recent resources concerning students at risk, summarizing and displaying a number of sources dealing with this issue. The articles represent two major areas: (1) policy and studies and (2) programs and projects. This information includes summaries of studies done at a national level as well as programs developed in New York State. Profiles of the student at risk, labor market concerns, and sociological issues are included. Possible solutions are developed by the Board of Regents in their statements of policy and prevention. Innovative projects are described at both state and national levels. National centers are described, and New York State programs and efforts are highlighted. In addition, a number of resources are cited: a bibliography, a listing of ERIC resources, and a listing of state and national sources that may be contacted. (Information for this report was extracted from issues of "The Benchmark," a bimonthly report on occupational and continuing education in New York State.) (KC)

ED 315 599 CE 054 130

Morse, Betty R.; DeBenedetti, Janice
A Study of Counselors' Perception of Home Economics Education. Final Report.
California State Univ., Long Beach.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- May 89
NOTE- 66p.; Charts, pages 9-10, will not reproduce well.
AVAILABLE FROM- Department of Home Economics, California State University, 1250 Bellflower Blvd., Long Beach, CA 90840 ($.05 per page).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; *Counselor Attitudes; *Counselor Characteristics; *Counselors; Counselor Training; Daily Living Skills; Employment Potential; *Home Economics; Outcomes of Education; Secondary Education
IDENTIFIERS- *California

A study examined California secondary public school counselors' perceptions of the value of secondary home economics courses; the degree to which the counselors provided students with information on home economics courses and careers; and the counselors' views as to what extent home economics courses reinforce basic academic skills, prepare students for the world of work, and provide students with life management skills. Questionnaires were mailed to 1,862 schools, and 937 counselors provided usable data. The following are among the findings reported: (1) female counselors perceived the need for home economics at a statistically higher level than did male counselors; (2) counselors who majored in home economics perceived the need for home economics at a statistically higher level than did other counselors; (3) counselors who had majored in home economics rated home economics' ability to reinforce academic skills, provide work skills, and provide life management skills significantly higher than did counselors who had other majors; and (4) although most students in the schools surveyed had opportunity to take home economics courses, only 68 percent of the counselors encourage them to do so because college-bound students have time for only a limited number of electives. Four appendices making up the greater part of the document contain copies of introductory letters to respondents, the questionnaire, a compilation of raw data, tables of statistical data by group, and tables of statistical analysis. (CML)

ED 315 612 CE 054 159

Gaudet, Alphonse
Adult Education at a Distance.
New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Education; *Distance Education; Educational Radio; *Educational Technology; Educational Television; Foreign Countries; Nontraditional Education; Open Education; Science and Society; *Technological Advancement; Telecommunications; Telecourses
IDENTIFIERS- *Canada
This document, which examines the use of educational technologies for distance education for adults in Canada, consists of five narrative sections and a bibliography. The first section introduces the topic and the document's objectives (to describe those technologies used in Canadian adult distance education, paying particular attention to those most widely used; to identify current trends; and to locate centers of excellent practice). The second section describes the use of educational technologies in Canadian higher education, government, private enterprise, and social services. A table lists by province and by type of technology the number of distance learning activities at universities, colleges, school boards, provincial ministries of education, and educational communication authorities. The third section focuses on those technologies most used (for instance, audio conferencing, television, cable systems, satellite, and telephone). Section 4 reports a trend toward cooperation and intergovernmental arrangements for sharing distance education programs and states that Ontario and Quebec use all communication technologies more than do provinces in eastern Canada. Several collaborative distance education projects are discussed, among them the Open Learning Agency, the Canadian Distance Learning Development Center, and the Nova Scotia Educational Communication Agency. Section 5 lists eight agencies and projects "arbitrarily chosen for excellence." The document concludes with a 25-item resource list. (CML)

ED 315 627 CE 054 189

The Nepal National Literacy Program.
World Education, Inc., Boston, MA.
PUB DATE- 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Community Development; Developing Nations; *Economic Development; Educational Philosophy; Educational Policy; *Educational Practices; Foreign Countries; *Instructional Materials; *Literacy Education; Nonformal Education; Program Development; Program Implementation
IDENTIFIERS- *Nepal; Numeracy

World Education, with a small grant from the U.S. Agency for International Development, began an experimental pilot project in nonformal education at a university research center, a pilot project that eventually became the Government of Nepal's national literacy program. The program evolved gradually over 12 years (1977-89) and was molded in response to local conditions and the needs of learners, facilitators, government officials, and private development organizations. Gradually, a strategy for linking literacy training to development emerged. This strategy includes a series of learning materials that cover a broad range of development issues, a set of learning activities and training methods characterized by participatory learning, and a process of individual and collective growth that make literacy an appropriate starting point for self-help community development. The staff of the literacy program was always open to learning from experience as well as from experts. Many options were tried and various processes were used to modify and change the design of the program elements. The interplay between the ideal proposed by the staff and the real reaction from learners produced a very effective literacy program. (Examples of learning materials and lesson plans as well as discussion of the underlying theories are presented in this report.) (KC)

ED 315 641 CE 054 222

Banks, J. A. G.; And Others
The Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
Careers Research and Advisory Centre, Cambridge (England).
REPORT NO.- ISBN-1-85324-286-1
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; *Educational Mobility; Foreign Countries; Guidance Programs; Higher Education; International Cooperation; International Education; *International Educational Exchange; International Programs; *Occupational Mobility; *Second Language Instruction
IDENTIFIERS- *Common Market (Europe)
By 1992, the Single or Common Market in Europe will provide freedom of movement of goods, persons, services, and capital. From the viewpoint of educational and vocational guidance services, the most important effect of the Single Market is its likely impact on educational and occupational mobility. The two major obstacles toward freedom of movement within the European community that remain are nonrecognition of qualifications from one member state to another and inadequate mastery of foreign languages. Two major education and training programs, COMETT and ERASMUS, have been established by the European Community. COMETT provided funds for the development of university-industry partnerships nationally and transnationally, and for a range of exchanges, joint projects, and joint development work designed to promote gradual Europeanization of university-level technical training. The aim of ERASMUS is to ensure that all students in higher education are able to study for part of their course in another member state. A new program, LINGUA, has been adopted to improve the qualifications and competence of modern language teachers, develop interuniversity cooperation in modern language teaching, and support the development of modern language learning in firms. The following are three practical implications of these trends for educational and vocational guidance services: (1) the need for extended information on educational and occupational opportunities across the European community; (2) the need for improved support services for those who move across national boundaries; and (3) the raising of expectations for guidance services in countries where they are currently ill developed. (Initiatives are described and six references are included in the document.) (CML)

ED 315 654 CE 054 256

Project PROVE, Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
Jefferson County Public Schools, Louisville, Ky.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 67p.; For a related document, see CE 054 257.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Attitude Change; Computer Assisted Instruction; *Correctional Rehabilitation; Demonstration Programs; Group Instruction; High School Equivalency Programs; Individualized Instruction; *Instructional Effectiveness; Peer Teaching; Teaching Methods; Tutors; Volunteers
IDENTIFIERS- *Exoffenders; General Educational Development Tests; Kentucky (Louisville)

Project PROVE was a 1-year research project that determined the effectiveness of specific adult basic education (ABE) instructional techniques compared to those used in traditional ABE programs. The effectiveness of a strong communication linkage between the Jefferson County Probation and Parole Office (JCPPO) and Jefferson County Public Schools in increasing the participation and success of the clients was also examined. Beginning in November 1988, clients referred by the JCPPO to the public schools received systematic, individualized instruction involving teacher-directed group instruction, individualized self-instruction, computer-aided instruction, volunteer tutors, and peer tutors. Each student spent 3 hours in class each day. Of the 215 probationers and parolees referred to Project PROVE, 123 individuals were assessed and enrolled. Thirty of the enrollees were women, and 93 were men. Seventy enrollees were black, and 53 were white. During the year of project operation, 13 General Educational Development (GEDs) diplomas were awarded, and 12 other individuals had begun the GED testing process. Quantitative data showed grade-level increases and GED passing rates significantly greater than those customarily seen in a traditional adult education setting. A monitoring process was found essential to ensure enrollment and ongoing participation with this population. Qualitative information indicated that the teaching philosophy and techniques implemented in this project had a positive effect in changing attitudes and perceptions. (Eleven appendices contain an instructional preference scale, two graphic explanations of the project's instructional design, a referral form, an education plan form, a weekly progress report, and three charts and a table that report the study's findings.) (CML)

ED 315 694 CG 022 273

Morse, Carol Lynn; And Others
Human Relations in a Changing World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 37p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change; Counseling Techniques; Counselor Role; Elementary Education; *Elementary School Students; Human Relations; Interpersonal Competence; Interpersonal Relationship; *Peer Relationship; *School Counseling; *School Counselors
IDENTIFIERS- Adult Child Relationship
This 10th chapter in "Elementary School Counseling in a Changing World" describes ways that counselors can build positive relationships among children and between children and adults. It asserts that elementary school counselors play a major part in developing and maintaining a healthy social climate for children. Four journal articles are included. "Effects of DUSO-2 and DUSO-2-Revised on Children's Social Skills and Self-Esteem" by Carol Lynn Morse, Jerry Bockoven, and Alex Bettesworth describes a study conducted to examine the effects of the DUSO (Developing Understanding of Self and Others)-2 treatments on children's self-esteem and social skills levels 6 months after exposure to the programs. "Peer Counseling: More on an Emerging Strategy" by Alan Downe, H. A. Altmann, and Ione Nysetvold looks at the use of peer counseling in the elementary school setting. "Successful Training for Elementary and Middle School Peer Helpers" by Chari Campbell examines the characteristics of successful peer helper programs and considers the need to tailor peer helper programs to the individual school setting. "Classroom Use of Selected Children's Books: Prosocial Development in Young Children" by Mary Trepanier and Jane Romatowski describes a study which involved the reading of selected children's books and the use of planned critical thinking questions by kindergarten and first-grade classroom teachers during regularly scheduled story-telling times. The chapter concludes with a set of issues for elementary school counselors to consider about human relations in a changing world. (NB)

ED 315 709 CG 022 290

Huey, Wayne C.; Remley, Theodore P., Jr.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavior Standards; *Codes of Ethics; Compliance (Legal); Confidentiality; Counselor Role; *Counselors; Elementary Secondary Education; Ethics; *Legal Responsibility; Moral Issues; Moral Values; *School Counselors; School Law
IDENTIFIERS- ERIC Digests
This digest summarizes ethical and legal issues affecting school counselors. It emphasizes the importance of ethical standards, and of knowing the content, purposes, and limitations of professional codes of conduct as general guidelines for addressing difficult issues. Advice is offered on how to address colleagues' unethical behavior, and on counselors' legal responsibilities in the areas of confidentiality and privileged communication. (TE)

ED 315 724 CS 009 921

Jimenez, Robert T.
The History of Reading and the Uses of Literacy in Colonial Mexico.
Technical Report No. 494.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 27p.; Illustrations (figures 1-3) will reproduce poorly.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Clergy; Cultural Context; *Educational History; Educational Practices; Foreign Countries; *Indigenous Populations; *Latin American History; *Literacy; *Reading Instruction; Reading Research
IDENTIFIERS- Catholic Church; *Colonial History (Mexico); *Mexico; Spain
Contrary to common wisdom, the authorities of Colonial Mexico (1521-1600) were vitally concerned with the teaching of reading to the indigenous people. Alphabetic literacy was introduced in Mexico with the coming of the Franciscan friars, who brought with them many innovations and heartily set about the task of education. Some of the friars' innovations included using the Indians' hieroglyphic picture writing and transcribing the Nahuatl language into Roman letters. Fray Pedro de Gante wrote a trilingual primer (published in 1569) and thus pioneered the use of vernacular language in education. The teaching and learning of reading and writing seems to have flourished under these conditions. Later, the teaching of literacy became fossilized in an unchanging text that was used almost exclusively, with only minor changes, for two centuries. Literacy always had a definite purpose in Mexico--to perpetuate the system of government in power and to convert the native population to Catholicism. The decline of education in Mexico can be accounted for by opposition from Spanish colonists to education of the indigenous population, and to the cutting off of adequate funding for education. (Four figures are included and 38 references are attached.) (SR)

ED 315 781 CS 212 221

LaBonte, Karen
The Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.
PUB DATE- Sep 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Class Activities; *English Instruction; Grade 11; Grade 12; *Health Education; High Schools; *Language Arts; *Learning Activities; Public Health; Teaching Methods
IDENTIFIERS- Health Communication; New York (Westchester)

Since exploration of thoughts, feelings, attitudes, opinions, and beliefs about Acquired Immune Deficiency Syndrome (AIDS) is crucial to teenagers' ability to develop healthy attitudes and behaviors, and since the language arts classroom is a natural arena for such exploration, this sourcebook presents ideas on how to bring this kind of discussion about AIDS into the 11th- and 12th-grade language arts classroom while continuing to focus on reading, writing, and speaking skills. The sourcebook contains eight major activities (each including an overview, objectives, follow-up assignments, and comments) which can be adapted to an individual teacher's needs or interests and the particular classroom situation. Following an introduction, the eight activities in the sourcebook are as follows: (1) "The News Journal: Making Current Events Real," and an example of scheduling; (2) "The Ad Campaign"; (3) "You and Your Community: An Interview"; (4) "The Message in the Media"; (5) "Writing a Poem or Song"; (6) "Writing a Short Story or One Act Play"; (7) "AIDS and Literature"; and (8) "HIV/AIDS and the Writing RCT" (the Regents' Competency Test's written form deals with the writing of a business letter, a report, and a composition). Appendixes contain a student handout on what high school juniors and seniors need to know about HIV/AIDS; an AIDS myth-fact sheet; current information on HIV infection, for teachers; a compendium of teacher vocabulary; a list of New York State regional AIDS education training centers; and a bibliography of books and information sources. (SR)

ED 315 796 CS 506 620

Fulmer, Hal W.
Ronald Reagan's Civil Religion.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Democracy; *Discourse Analysis; Mythology; *Persuasive Discourse; *Presidents of the United States; *Religion; Rhetorical Invention
IDENTIFIERS- Heroes; *Reagan (Ronald); Rhetorical Devices; Rhetorical Effectiveness; Rhetorical Strategies
Ronald Reagan's rhetorical presidency can be summarized as a leader attempting, at virtually every occasion, to stem the dissolution of the American spirit by celebrating the country's mythic past. Such attempts were Reagan's celebration of nationalism through a particular discussion of the interrelationships between liberty, freedom, democracy, and Providence. Such efforts reveal Reagan's celebration of his own understanding of the country's civil religion. The relationship between the presidency and civil religion is an important one, where the elected official becomes the vehicle for articulating and preserving America's particular mythic understanding of itself. Reagan's presidential discourse was filled with examples of civil religion, such as discussion of sacred origins and sacred destinies for America, his recounting the deeds of heroic figures, and his definition of democracy. Other presidents have paid homage to that fusion of nationalism and mythology called America's civil religion. However, Reagan's rhetoric concerning civil religion is important for two reasons. First, Reagan was a president who used the elements of civil religion often; they permeated his rhetoric. Second, such epideictic celebrations were not without pragmatic implications, for such rhetoric ran through virtually all of the president's discourse. Ronald Reagan made very consistent and apparently very successful use of various elements of America's civil religion, reminding the people of their "divine legacy" and calling the people to fulfill their "divine destiny." (Thirty-four notes are included.) (MS)

ED 315 534 CE 053 773

Wood, Christine T.
Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
RMC Research Corp., Mountain View, Calif.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 43p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Programs; *Disadvantaged Youth; Educational Finance; Educational Policy; Elementary Secondary Education; Employment Programs; Federal Programs; Job Placement; *Job Training; Postsecondary Education; Public Policy; Sex Fairness; State Programs; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *California; *Carl D Perkins Vocational Education Act 1984
This case study describes the vocational education system and job training programs, especially those funded through the Carl D. Perkins Vocational Education Act, in an unnamed metropolitan area of California. The data were collected as part of another larger national study of state and local response to the Perkins Act. Information was collected during a week of unstructured interviews with individuals in the community involved in some capacity with vocational education. The resulting data provides the basis for the overview of the vocational education system presented in this report. The report is organized into sections dealing with the following areas: (1) labor market composition; (2) state influences on local vocational education activities (covering state administration, education initiatives, economic initiatives); (3) elementary and secondary education jurisdictions (covering student characteristics, course offerings, regional occupational center programs); (4) postsecondary educational institutions; (5) proprietary and trade schools and community-based organizations; (6) employer-based training; (7) data requirements and availability; and (8) the disadvantaged and the employment and training system. (KC)

ED 315 546 CE 053 794

Gifford, Antoinette G.; And Others
Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 301p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; Credits; *Enrollment; Enrollment Rate; *Enrollment Trends; *High School Graduates; High Schools; School Demography; *School Statistics; *Secondary School Curriculum; *Student Characteristics; Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Survey Youth Cohort; Time Series Analysis
This data handbook presents enrollment statistics for public and private high school graduates for selected years between 1975 and 1987. The data used to generate these statistics were taken from students' high school transcripts. Three data sets were used to generate the statistics in this time series report: the National Assessment of Educational Progress (1987); High School and Beyond (1982); and the National Longitudinal Survey--Youth Cohort (1975-82). The Secondary School Taxonomy was used to organize the data into a consistent framework. There are 147 tables in this report, organized in three series. The first series shows general enrollment trends for students with various demographic characteristics. The second series shows in greater detail the trends in academic enrollments, and the third series presents enrollment trends in the vocational education curriculum. Appendixes provide detailed discussions of the data sources and research methodology. (KC)

ED 315 681 CG 022 260

Rokach, Ami
Loneliness: The Experience and Its Antecedents.
PUB DATE- 13 Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; Foreign Countries; *Influences; *Loneliness; *Models; Social Isolation
IDENTIFIERS- Canada
The present research attempted to contribute to the study of loneliness by examining the factors that comprise the phenomenological construct of what is referred to as loneliness and by aiding in identification of its antecedents. Subjects (N=526) included 228 males and 298 females from all walks of life and varied demographic backgrounds. Data collection was conducted in a group setting, in which subjects who had been assured of their anonymity were asked to describe their loneliest experience with their thoughts, feelings, and coping strategies. Subject responses were categorized. A model of loneliness was constructed on the basis of study data. The model consists of four major elements (self-alienation, interpersonal isolation, agony, distressed reactions) which can be described as "super structures." Ten factors define and differentiate the major elements. Factors are further differentiated by 23 components. The content analysis yielded a multi-clustered model of the antecedents of loneliness with the clusters of relational deficits, traumatic events, and characterological and developmental variables. Four factors were found to be most common in causing loneliness: loss, inadequate social support system, personal shortcomings, and crisis. (ABL)

ED 315 738 CS 009 944

McGlinn, James E.
The Use of Visualizing in Comprehending Difficult Abstract Prose.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; *Remedial Reading; *Visualization
IDENTIFIERS- North Carolina; Writing Strategies
A study investigated the use of visualizing in remembering or understanding difficult abstract prose. Subjects, 40 students in two freshman developmental reading classes in a state college in North Carolina, received either instruction in drawing out images or in writing paraphrases as they read difficult material. Posttests of abstract reading comprehension indicated no significant increases in reading comprehension for either group nor significant differences between groups. Findings suggested that further research is warranted because of a higher number of unanswered questions on the posttest for the group that used visualizing. (One table of data is included.) (Author/RS)

ED 315 753 CS 212 134

Applebee, Arthur N.
The Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 45p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Observation Techniques; Educational Development; Educational Improvement; Educational Research; *English Curriculum; English Instruction; *High Schools; Interviews; Language Arts; *Language Teachers; *Literature Appreciation; Reading Writing Relationship; Theory Practice Relationship
IDENTIFIERS- *Educational Issues
A study was designed to provide an initial context for framing the most pressing questions in the teaching of literature. To do this, the teaching of English in the high school classrooms of teachers whose departments were considered excellent by other professionals in education was examined. The issues that emerged in the programs with reputations for excellence should help to define how well current theory and practice in the teaching of literature work, as well as areas that may need further development. The study involved 17 schools in diverse communities throughout the United States. In addition to monitoring classes at each school, the observers interviewed teachers, librarians, and department heads, and collected completed questionnaires from each of these groups. Results suggest that the emphasis on literature instruction has remained relatively constant since the middle 1960s in programs with reputations for excellence in English. Fifty-two percent of the class time observed was devoted to literature. The emphasis on writing instruction has increased, with instruction now focused on literature 75% of the time. The data gathered serve to highlight a series of important issues that arise in schools where the teachers and the department as a whole have given careful thought and attention to what and how they teach. Four issues which emerged represent the growing edges of current theory and practice; they concern the need to: (1) provide institutional support for literature programs; (2) revitalize literature instruction for nonacademic students; (3) reconcile approaches to literature with approaches to writing; and (4) develop a theory of learning/teaching literature that will guide the rethinking of high school instruction. (Twenty-two tables of data are included.) (MG)

ED 315 767 CS 212 185

Reese, Diane J.; Zielonka, Paula S.
Writing to Comprehend in the Content Areas.
PUB DATE- 14 Oct 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Florida Reading Association (27th, Fort Lauderdale, FL, October 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Higher Education; Metacognition; Reader Text Relationship; *Reading Writing Relationship; Text Structure; *Writing Across the Curriculum; *Writing Exercises; Writing Skills; Writing Strategies
IDENTIFIERS- *Writing Functions; *Writing to Learn; Writing to Read
A review of current research in writing to learn in the content areas provides a basis for focusing on instructional strategies, use of text structure frames, and metacognitive writing strategies. Students can use writing to comprehend to learn content area text in a variety of ways based on their particular learning objectives for that particular content area assignment or activity. By establishing a repertoire of strategies and techniques for incorporating writing into the reading/study process, students are able to increase the quality of their encoding, retrieval, and application of content area knowledge. Writing to learn can be applied in many situations including notetaking, writing paragraphs and longer passages, understanding diagrams and visual/graphic aides, summarizing, and recalling. (Thirty-eight references are attached.) (KEH)

ED 315 839 EA 021 178

Chung, Chan-young; And Others
A Study on the Autonomy of Educational Administration. Regular Report 86-21.
Korean Educational Development Inst., Seoul.
PUB DATE- 88
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; *Educational Administration; Educational Finance; Elementary Secondary Education; Foreign Countries; Government School Relationship; Institutional Autonomy; Politics of Education; *Professional Development; *School Administration; *School Based Management; School Supervision
IDENTIFIERS- *South Korea

Excessive centralized control begets uniformity, which denies local need and school uniqueness. Further, control, order, and supervision create impassivity and work against autonomy. The decentralization of authority to lower echelons more familar with local needs may provide a more relevant administration that encourages local initiatives; school and education development are facilitated when the administration caters to local and school needs. To probe the system of educational administration in Korea and to present measures for assisting with the realization of school-centered administration in the country, in June and July 1986, questionnaires were mailed to 500 supervisors and administrators working for the provincial boards of education, 750 teachers, and 150 administrators of the country offices of education from 13 provinces and cities. Additionally, a literature review on the topic was conducted and seminars were held to open the process of study to a wide range of input. Suggestions generated by the findings include minimizing evaluations and inspections by administrative authorities to encourage self-evaluation by the schools' operation evaluation committees, liberalizing control over financial matters, and automating administrative tasks so teachers and administrators are able to devote more time and effort to the improvement of professional competency. (54 references) (KM)

ED 315 854 EA 021 551

Garmston, Robert J.
Is Peer Coaching Changing Supervisory Relationships?
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; Elementary Secondary Education; *Leadership Styles; *Motivation; *Peer Relationship; *Principals; *Teacher Administrator Relationship; *Teacher Response; Teacher Supervision
IDENTIFIERS- *Coaching
To discover whether peer coaching is altering the teacher-supervisor relationship, teachers, supervisors, and staff developers in several states were surveyed concerning principals' attitudes and motivations concerning this innovative approach. For some teachers, peer coaching seems to stimulate transformations in self-perception and relations with supervisors. For others, not much seems different. During discussions with survey participants, three classifications of principal leadership styles emerged; teachers viewed their principals as either neglecters, resisters, or supporters of peer coaching. The first group was motivated by central office expectations; the second resisted peer coaching inservice training in an effort to protect administrative power and authority; and the third group was knowledgeable, involved in the program, and eager to identify problems and seek solutions. Teachers with neglecter principals frequently bypassed the administration and adopted a somewhat paternalistic attitude toward these principals. Teachers with resister principals became creative at releasing each other for class observations without permission from the principal and carried out peer coaching functions in an atmosphere of secrecy. Teachers with supporter principals felt empowered. These teachers experienced an ever-deepening professional relationship with the principal that blurred lines of influence and stressed shared authority and accountability. Implications for strategy decisions based on these findings are summarized. (16 references) (MLH)

ED 315 573 CE 054 039

Love, Gene M.; Yoder, Edgar P.
An Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
Pennsylvania State Univ., University Park. Coll. of Agriculture.
SPONS. AGENCY- Department of Agriculture, Washington, D.C. Science and Education Administration.
PUB DATE- Jun 89

NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *College Faculty; *College Students; Educational Assessment; *Educational Objectives; Higher Education; Institutional Mission; *Mission Statements; Program Evaluation; Student Attitudes; Student Evaluation of Teacher Performance; Teacher Attitudes; *Undergraduate Study; Universities

A study documented agriculture faculty members' and students' perceptions regarding statements of undergraduate educational mission and objectives. The study involved a stratified random sample of 50 universities that offer undergraduate degree agriculture programs. A purposive sample of faculty members at each was asked to rate the importance of seven objectives, the objectives' attainment by students, and their own and their colleagues' ability to help students achieve the objectives. A random sample of up to 50 graduating senior agriculture students at each university was asked to rate the extent to which they had achieved the objectives and the degree to which the college/school of agriculture activities had help them achieve the objectives. A random sample of nonagriculture students at each university was asked how they perceived the nature and importance of agriculture, agriculture degrees, and agriculture careers. The following are among the findings reported: (1) faculty agree that all seven of the objectives are important; (2) many faculty lack a mission orientation; (3) few comprehensive assessments of students' attainment of educational objectives are being made; (4) responses from agricultural students indicate that agricultural colleges are contributing significantly to the competency achievements of baccalaureate degree graduates but that many graduates are not receiving a well-rounded undergraduate education; and (5) nonagriculture students seem to equate agriculture with farming and ranching. (The document includes a 15-item bibliography and appendices that contain a statement of undergraduate educational mission, undergraduate objectives, and copies of the faculty and student questionnaires.) (CML)

ED 315 710 CG 022 291

Balow, Irving H.; Schwager, Hanna
Retention in Grade: A Failed Procedure.
California Educational Research Cooperative, Riverside.
PUB DATE- Feb 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Failure; *Academic Standards; Cost Effectiveness; *Educational Policy; Elementary Secondary Education; *Grade Repetition; Grades (Scholastic); Reliability; Student Promotion; Validity
Retention of pupils results in a need for additional teachers, facilities, and materials at a rate approximating the rate of retention. Retention is a more serious problem for the state, which needs to pay most of these increased costs. This paper reviews the research evidence to assess the cost-effectiveness of student retention policies. Following a short review of the history of retention, the paper reviews the literature on the effectiveness of retention, then addresses the issue of retention as a means of maintaining the integrity of the curriculum. It also considers the use of standardized tests or locally developed tests as important elements of promotion standards, and the reliability and validity of letter grades or marks, which provide the professional judgment on which retention may be based. The conclusion is drawn that retention in grade has virtually no benefits for the pupils retained, their classmates, their teachers, or their schools. References are included. (Author/TE)

ED 315 811 CS 507 037

Derryberry, Bob R.
The Nature of the "Total" Forensic Program: The 1990's and Beyond.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Communication Skills; Debate; Extracurricular Activities; *Goal Orientation; Higher Education; *Persuasive Discourse; *Program Evaluation; *Public Speaking; Relevance (Education); Speech Instruction
IDENTIFIERS- Debate Tournaments
To bridge the gap between broad philosophical claims about the value of forensics and actual current practices and experiences, the concept of the "total" forensic program offers critical components that are educationally valid with numerous advantages for participants and sponsoring departments. The total approach is defined as the most comprehensive program that can be designed, managed, and supported by a particular college or university. It includes involving participating students in forensic experiences that are planned, developed, and evaluated by internal and external standards. Students are afforded numerous opportunities to develop multifaceted skills in research, organization, and presentation as they work toward achieving individual and team goals. For example, at Southwest Baptist University (Missouri) students are challenged to prepare for events they have not previously tried, and other approaches are emphasized at other schools. The total forensic program also involves students in a variety of audience settings, provides evaluative feedback for students, and remains sensitive to the problem of access in admission, theory, and practice. (KEH)

ED 315 825 CS 507 065

Robinson, William L.
Who's Out There...And Why Not?
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; College Faculty; Enrollment; Faculty Recruitment; Higher Education; Minority Groups; *Racial Composition; *School Demography; School Surveys; *Speech Communication; Student Recruitment
IDENTIFIERS- Communication Arts
This study investigated the inclusion of minorities in Basic Course Programs, undergraduate degree programs, and graduate degree programs in the field of Communication. A survey was completed by representatives from 27 institutions in 16 states, including private and public institutions, rural and urban, commuter and residential. Specifically, the survey addressed the issues of minority enrollments, the distribution of minorities among the faculty, the efforts of each program to recruit and retain minority undergraduate and graduate students, and hiring, recruitment, and mentoring practices for minority faculty. Results revealed that minority students are not in the "pipeline" in sufficient numbers to have any noteworthy impact on the availability of minority faculty in the coming years. Data also indicated that there has been a decline in the proportion of minority students in Communication since 1978-80, making the potential supply appear even more meager in the face of growing demand. Findings suggest that colleges and universities are losing ground concerning affirmative action. (KEH)

ED 315 869 EA 021 591

Academic Internship Program: Sponsor's Handbook.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Oct 87
NOTE- 33p.; For related documents, see EA 021 588 and 590.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Awareness; Cooperative Education; *Field Experience Programs; High Schools; High School Students; *Internship Programs; *School Business Relationship; *School Community Programs; Student Evaluation; *Student Experience; Student Journals
IDENTIFIERS- *Academic Internship Program NC

Since its beginning in 1975 at the West Charlotte High School in North Carolina, the Academic Internship Program has joined over 6,000 high school students in partnerships with more than 600 sponsors from the business community. The program is intended to: (1) provide opportunities for high school students to explore areas of academic, career, or service interests through the development of internship programs within local governmental and civic agencies, businesses, industries, and individuals; (2) establish a positive relationship between the internship program, the school, and the community; and (3) enable students to earn extra credit for extracurricular experiences of an academic nature. Although some sponsors have completely outlined excellent internships in advance, others have had success in "feeling their way," especially in first-time situations. In response to many sponsor requests for guidelines and suggestions, this handbook was compiled containing an outline of the objectives and organization of the program, ideas for developing the intership, and hints on preparing for the student intern's arrival. Additionally, forms are provided for the academic internship student commitment, intern time sheets, evaluation of the intern, the internship journal, and the internship project. Examples of how three community sponsors scheduled their student interns are appended. (KM)

ED 315 883 EA 021 611

Doyle, Walter
Classroom Management Techniques and Student Discipline.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 42p.; Paper prepared for the Student Discipline Strategies project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *Discipline; Elementary Secondary Education; Punishment; *Research Needs; *Student Behavior; Suspension; *Theory Practice Relationship

This paper reviews concepts and research findings on classroom management techniques and explores how these techniques are related to student discipline strategies. The first section surveys descriptive and experimental research recently accumulated on classroom management practice, concentrating on strategies for monitoring and guiding classroom activity systems. Classroom activities research confirms the relationship of different activity types, classroom physical characteristics, and student choice and mobility to student (mis)behavior and the classroom management demands made on teachers. Management is a cognitive activity based on a teacher's knowledge of classroom event trajectories and the way certain actions will affect situations. Specific management skills are useless without this basic understanding of classrooms. The second section focuses on classroom rules, procedures, and common discipline forms, particularly reprimands and other "desists" to keep order. Research suggests that classroom rules and procedures must be both announced and enforced, and that rule making involves complex interaction processes and negotiations of meaning. The third section examines punishment and supension's effectiveness as discipline strategies for serious classroom disruptions. Also discussed is the applicability of behavior modification procedures to classroom settings. The concluding section evaluates the state of classrooom management and discipline research and identifies implications for research and practice. (92 references) (MLH)

ED 315 509 CE 053 404

Potts, Meta
Project WORTH: Research Report.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 89
NOTE- 26p.; For a related document, see CE 053 405.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Coping; *Daily Living Skills; Economically Disadvantaged; *Employment Potential; High School Equivalency Programs; *Homeless People; *Job Skills; Literacy Education; Parents; Program Effectiveness; Program Implementation; Self Esteem; Social Services
IDENTIFIERS- *Kentucky (Louisville); *Project WORTH
Project WORTH (Work Opportunity Readiness for the Homeless) is a federally funded project in Louisville, Kentucky, in which participants come to the program site from shelters via school bus or from transitional housing by public transportation. Preschool children attend day care on site. The adults participate in a varied program that includes academic classes, life skills classes, job readiness training, and vocational training. Students attend classes 4 days per week, allowing them a business day to visit the social service agencies or to go to the clinics. Staff members use the time for planning and developing programs, visiting clients at centers, and for needed rest and relaxation. Focused interviews were conducted with seven participants after the project had been in operation for 6 months. (It is now in its second full year of operation.) The interviews, reported through quotations from participants, showed that homelessness has many causes, most stemming from physical and emotional neglect in childhood. The participants suffered from low self-esteem and lack of a feeling of belonging, which prevented them from making conscious, rational, future-oriented decisions for themselves. The WORTH project attempted most of all to raise self-esteem and to get participants to think of their own and their children's futures, especially in terms of education. At the time of the study, the project seemed to be succeeding. (KC)

ED 315 522 CE 053 761

Fleischman, Howard L.; And Others
Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
Development Associates, Inc., Arlington, Va.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 241p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0123
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Vocational Education; *Bilingual Education Programs; Case Studies; Disadvantaged; English (Second Language); *Labor Force Development; Language Proficiency; *Limited English Speaking; Social Services
IDENTIFIERS- Arizona; California; Florida; Illinois; New York; Texas
This document contains the results of case studies of programs and policies relative to vocational training and other employment-related services for adults with limited English proficiency (LEP). Data were collected from officials and staff at state agencies that administer vocational educational programs in Arizona, California, Florida, Illinois, New York, and Texas. Among the findings reported are that state agencies have not selected the LEP programs (or any other program) as a statewide priority; local program administrators have no incentive to identify the number of adults with LEP served nor to identify the number in need of services in the future; less than half of funding from the Carl D. Perkins Vocational Education Act is targeted at programs for adults, with the majority of funding going to secondary-level programs as decided at the state level. Although vocational training services are readily available in most jurisdictions, their requirements for oral English, reading, writing, and math skills result in the exclusion of adults with LEP. English as a second language (ESL) programs are the most frequent service offered to and used by these adults. LEP programs were seldom funded by the Job Training Partnership Act, nor were they the focus of community colleges. The LEP adults were found to need training in occupational skills, basic skills, employability skills, and, while in training, they needed support services such as child care and transportation. Among the barriers to extending training are the lack of precise numbers of adults with LEP, the lack of coordinated planning among state agencies, the difficulty of finding bilingual teachers, and the lack of strong advocacy leadership groups lobbying for increased services. (CML)

ED 315 560 CE 054 006

Oakley, Nancy
Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
PUB DATE- 8 Sep 88
NOTE- 10p.; Paper presented at the National Adult Literacy Symposium (Washington, DC, September 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Correctional Education; *English (Second Language); *Literacy Education; Reading Improvement; Tutors; Voluntary Agencies; Writing Skills
IDENTIFIERS- Adult Basic Learning Examination; Laubach Method; Ohio (Cleveland); *Project Learn; Wide Range Achievement Test
A study was undertaken during 1982-83 to determine the number of lesson-hours it took to raise the reading level one grade of students (16 years of age and older) enrolled in Project: LEARN, a nonprofit Cleveland program that provides free reading and writing lessons to older youth and adults reading at third-grade level and below. Among them are immigrants learning English as a second language (25 percent of enrollees) and inmates at local correctional facilities. Volunteer tutors are recruited and trained, and the core material used is The Laubach Way to Reading. Of 181 students in the sample, 59 percent were black, 71 percent were male, 70 percent were unemployed or laid off, 31 percent were married, and 57 percent were under 35 years of age. The Adult Basic Learning Exam (ABLE) was used as a pretest and a posttest, with posttests occurring after 50 hours of lessons and 100 hours of lessons. The increase from the pretest to the first posttest was about one grade level. The second posttest showed an additional one-half grade-level gain. The posttest scores correlated more highly with the number of lessons completed than they did with the number of days in the program. Since the study, the project has stopped using the ABLE and started using the Wide Range Achievement Test (WRAT). (CML)

ED 315 587 CE 054 062

Grimm, Fritz; Born, Sigrid
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
Inter Nationes, Bonn (West Germany).
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; *Agricultural Production; Agricultural Trends; *Biochemistry; Foreign Countries; *Genetic Engineering; Industry; Scientific Research
IDENTIFIERS- *Biotechnology; Raw Materials; *West Germany
This document provides an overview of the major research priorities of biotechnology and the use of what is known as "regrowing raw materials" in agriculture in the Federal Republic of Germany. Following an introduction, section 2 addresses biotechnology in agriculture, including biotechnology and genetic engineering, the significance of biotechnology in the agricultural and food sectors, new developments in plant breeding, examples of genetically engineered mutations in plants, biotechnology in animal production, and biotechnology and foodstuffs. Section 3 describes the state and future prospects of biological research and development West Germany, including main research centers and international cooperation. Section 4 explains the risks and dangers involved in genetic engineering and discusses the Genetic Engineering Act to become law on January 1, 1991. Section 5 explores the future prospect of "regrowing", i.e., renewable, materials. Section 6 discusses industrial uses of regrowing raw materials, including nonpolluting natural oils and fats, starch, sugar, plant fibers such as flax, and wood. Section 7 addresses regrowing raw materials as energy sources, including alcohol that is fit for transport, vegetable oils as fuels and lubricants, and heat and electricity produced from biomass for developing countries. Section 8 considers the future development of regrowing raw materials. The document concludes with addresses of relevant ministries and research institutes in West Germany and a bibliography of seven resources written in German. (CML)

ED 315 613 CE 054 161

Gill, Douglas H.
Can Vocational Education Make a Difference for the Mildly Handicapped?
PUB DATE- Dec 89
NOTE- 32p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Consortia; *Cooperative Programs; Mainstreaming; *Mild Mental Retardation; *Outcomes of Education; Program Content; Program Effectiveness; Program Implementation; Secondary Education; *Special Education; *Vocational Education
IDENTIFIERS- *Pierce County Cooperative WA
The Pierce County Cooperative is a vocational and special education consortium of 12 school districts in the western part of Washington State. The Cooperative strives to improve the job entry capability and postsecondary educational opportunity for mildly handicapped learners within the participating districts by facilitating functional partnerships between vocational and special education. The program includes data collection, staff development, and onsite consultative assistance. Effective collaboration has been demonstrated by ongoing staff and administrator communication. Effective programming within the district/building seems to be characterized by attempts to provide preplacement planning, individual educational plan (IEP) collaboration, instructional support, and postplacement planning. An evaluation of program effectiveness was conducted by comparing 120 mildly handicapped Cooperative graduates to a baseline group of 120 similar students who graduated during the 3 years before program implementation, as well as to a group of 564 high school graduates. The study showed that the students who graduated from the Cooperative were either finding employment or were enrolling in postsecondary programs at significantly higher rates than the comparison groups. This was especially true for learning disabled students--mildly retarded students showed little change pre- and post-Cooperative. The study concluded that vocational education can be useful for special education students if care and resources are used in developing a cooperative program. (KC)

ED 315 628 CE 054 192

McCune, Shirley D.; And Others
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
SPONS. AGENCY- California State Dept. of Education. Div. of Career-Vocational Education.
PUB DATE- Jun 89
NOTE- 57p.; For related documents, see CE 054 193-194.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; Disabilities; Disadvantaged; Educational Change; Educational Improvement; Educational Needs; Educational Trends; Education Work Relationship; *Futures (of Society); Job Skills; Limited English Speaking; *Role of Education; Secondary Education; *Social Responsibility; *Special Needs Students; State Programs; *Vocational Education
IDENTIFIERS- *California
This report describes conditions related to California's growth, diversity and economic development; assesses the current status of California's educational systems for students with special needs; suggests a conceptual framework for the employment preparation of children and youth; and specifies strategies for using the special needs program of the Career-Vocational Education Division as a leverage point for promoting broad change in vocational education. The report argues for a comprehensive view of quality in career-vocational education consistent with the state's needs as the first truly multicultural state in the nation. Finally, the report examines the role of career-vocational education programs in ensuring valued social roles for children with special needs. (74 endnote references.) (KC)

ED 315 642 CE 054 224

Rugumayo, Edward B., Comp.; Ibikunle-Johnson, Victor O., Comp.
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
African Association for Literacy and Adult Education, Nairobi (Kenya).
SPONS. AGENCY- German Adult Education Association, Bonn (West Germany).; United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 87
NOTE- 148p.
AVAILABLE FROM- African Association for Literacy and Adult Education, P.O. Box 50768, Nairobi, Kenya ($10.00 plus postage; 10 copies or more: $7.50 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Community Education; Developing Nations; Economic Development; *Environmental Education; Extension Education; Foreign Countries; Forestry; *Health Education; Industrialization; *Population Education; *Rural Development
IDENTIFIERS- *Kenya

The purpose of this manual is to make available to adult educators and field extension workers in Kenya resource material that may be used in formal and nonformal training programs for the environmental education of a wide range of target groups. The document begins with a 26-item glossary, an introduction, a section on the document's use, background and context material, a philosophy and rationale section, and a section on perspectives on adult education. Thereafter come four sections that contain concepts, principles, processes, problems, issues, and ideas that are relevant to the themes of environmental health; agroforestry and rural development; population, environment, and development; and urban/industrial development. Within these four sections are bibliographies with a total of 79 references. A section on methodologies and instructional aids concludes the document. (CML)

CG

ED 315 667 CG 022 246

Planning Your Retirement.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 89
NOTE- 25p.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D12322, free for single copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Employment; Financial Support; Health; Housing; Life Style; *Older Adults; *Planning; Relationship; *Retirement; Retirement Benefits; Role Perception; Time Management
IDENTIFIERS- *Retirement Planning

This guidebook on retirement planning helps potential retirees by raising important issues in such areas as changing roles and relationships, health and fitness, meaningful use of time, working options, financial and estate planning, and housing and lifestyle. The first section, on attitude and role adjustments, discusses support systems, changing roles for partners, single living, responsibility for an aging parent or child, bonds with the young, and self-identity. The second section discusses healthy lifestyles, including exercising, eating well, dealing with stress, and being in charge of one's own health. The third section discusses meaningful use of time, including hobbies, adult continuing education, travel, contemplation, and volunteering. The fourth section focuses on working options, discussing ways to evaluate what the individual has to offer, a self-directed job search, and self-employment. The fifth section describes changing housing needs relative to stages of the active, slowdown, and dependent stages of retirement. The sixth and lengthiest section discusses financial security. Sources of retirement income, expenses in retirement, coping with inflation, bridging the gap between income and expenses, investment questions to consider, and income taxes and investments are described. The guidebook concludes with a discussion of legal affairs and estate planning with advice on where to go for help, estate planning devices, estate taxes, and estate planning checkups. A list of additional resources is included. (ABL)

ED 315 768 CS 212 200

Strenski, Ellen, Ed.
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
California Univ., Los Angeles.
PUB DATE- 86
NOTE- 45p.; Samples of students' handwritten papers will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Higher Education; Individual Instruction; *Questioning Techniques; Student Writing Models; *Teacher Developed Materials; *Teaching Assistants; Teaching Guides; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Process Approach (Writing)
Intended for teaching assistants and non-writing specialists to whom students come for help in preparing assigned writing papers, this guide suggests questions and comments to ask such students to help them clarify what is happening, or not happening, in their writing, and in the thinking which this writing reveals. The guide roughly parallels steps in the writing/thinking process--from choosing a topic and conceptualizing a beginning response to revising a final draft. The guide pairs samples of student writing (at various steps in the writing process, and taken from a range of disciplines such as chemistry, anthropology, sociology, political science, and biology) with a corresponding scenario and script of questions a teaching assistant can appropriately ask the student about his/her writing at that point. The guide's seven sections and the steps they address in the writing process are as follows: (1) To the Teaching Assistant; (2) Getting Started (assignment sheet, "writer's block," and brainstorming doodles); (3) Collecting Information (journal entry, lecture notes, reading, note cards, and lab notes); (4) Developing and Organizing Ideas (matrix, outline, and beginning ramble); (5) Revising a Draft (ESL problems, unclear syntax, unclear diction, choppiness, undigested quotations, and requiring rearrangement and transitions); (6) Test-taking (page from a midterm); and (7) Preventing Plagiarism. (SR)

ED 315 797 CS 506 885

Yang, Jian
A Theoretical Model of Intrapersonal Agenda.
PUB DATE- Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; Interpersonal Communication; *Mass Media Effects; Media Research; *Models; *Political Campaigns; *Political Influences; Public Policy; Regression (Statistics)
IDENTIFIERS- Electorate; *Issue Salience; Personal Experiences; Political Rhetoric; Texas (Travis County)
Prior research has shown that the media play an agenda-setting role in political campaigns. A theoretical model was developed to investigate intrapersonal agenda's relationship with certain contingent factors. To test the model a study of the intrapersonal agenda (personally perceived salience of public issues) was then conducted as part of the 1988 presidential primary in Travis County, Texas. Four hundred and four registered voters (63% of those asked) completed interviews. Results demonstrated clear relationships among the political campaign, attention to newspaper campaign stories, and interpersonal discussion of the issues. Nonetheless, and contrary to earlier research, the findings showed no relationship between the personally perceived salience of all the issues and personal experience of them. In addition, the findings suggest that political affiliation, a factor that has not been given proper attention in previous agenda-setting studies, has some impact on intrapersonal agenda. The effects of political affiliation and personal experience on people's perceived salience of particular issues warrant further study. (One diagram and 14 tables of data are included; 25 references and an appendix containing operational definitions of the variables of the study are attached.) (SG)

ED 315 725 CS 009 928

Christensen, K. Eleanor
Whole Language in Perspective: A Teacher's Continuum.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Educational Philosophy; Elementary Education; *Reading Instruction; Reading Writing Relationship; Teacher Behavior; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Emergent Literacy
Whole language represents only one of many good concepts about teaching reading to children, but it is not for everybody. Because whole language is a philosophy rather than a specific method, educational practitioners can incorporate different aspects of this philosophy to different degrees. If teachers think of a continuum of theoretical bases underlying the teaching of reading, then they can move along the continuum headed toward an integrated language approach (or whole language approach) at their own speed and in their own style. The strength of the whole language philosophy--its emphasis on language and language usage, both oral and written, used in real-life situations--cannot help but influence the everyday classroom environment for many children. As teachers consider the continuum of an integrated language approach, the teaching of reading will take a significant new step forward into the twenty-first century. (A chart designed to help teachers place themselves on the theoretical continuum is included.) (RS)

ED 315 739 CS 009 945

Johns, Jerry; Krickeberg, Sandy
Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Higher Education; Learning Disabilities; *Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research; *Reading Strategies; *Remedial Reading; *Study Skills; Two Year Colleges
Intended to provide current sources of information about college reading selected from the many citations of material in the ERIC database, this 22-item bibliography offers research about college reading, the reading process, and strategies of instruction. The bibliography also includes references to discussions of specific content area study skills, and to problems of students with special needs. The selections date from 1986 through 1988. (SR)

ED 315 782 CS 212 222

Morrow, Jean
Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
PUB DATE- 7 Mar 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; Holistic Evaluation; Intermediate Grades; Junior High Schools; *Keyboarding (Data Entry); Language Arts; Middle Schools; Typewriting; *Word Processing; *Writing (Composition)
IDENTIFIERS- *Middle School Students; Writing Attitudes
This 64-item bibliography focuses on the effect of keyboarding on middle school students' composition writing, using word processing. The bibliography (which surveys selections dating from 1956 through 1989) includes those studies describing the feasibility of teaching touch typing keyboarding skills to middle school students, the value of acquiring this skill, and the place of the computer and word processing programs in the elementary school language arts program. Additionally, studies that have attempted to measure the effect of word processing on middle school students' writing performance, studies of students' attitudes toward computers and writing, and studies that have attempted to validate holistic scoring methods for qualitative assessment of writing ability are included. (Author/MG)

ED 315 535 CE 053 774

Hoachlander, E. Gareth; And Others
Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 141p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 568, CE 053 752-773, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Accountability; *Consumer Economics; Disclosure; Educational Demand; Educational Economics; *Educational Finance; Educational Policy; Educational Supply; Enrollment Influences; Federal State Relationship; *Outcomes of Education; Postsecondary Education; *Resource Allocation; State Federal Aid; Student Recruitment; Two Year Colleges; *Vocational Education
IDENTIFIERS- Arizona; *Carl D Perkins Vocational Education Act 1984; Performance Indicators
This document explores how well the four conditions necessary for implementation of performance-based policies in vocational education can be met in postsecondary education. The four conditions require that: (1) it must be possible to specify the desired outcomes precisely and unambiguously; (2) these outcomes must be easily, accurately, and fairly measured; (3) performance must be tied directly to funding so that success is rewarded or failure penalized; and (4) information on outcomes must be disclosed to consumers and policy makers to improve choices and decision making. The first of the report's five chapters explains why performance-based policy seems desirable at this time. The second chapter addresses issues surrounding definition and measurement of performance in postsecondary vocational education, covering labor market outcomes, learning outcomes, and access to education outcomes. Chapter 3 concerns how performance can be linked to funding, discussing performance contracting, performance-based funds allocation formulas, and performance-based student financial aid, and offering guidelines for federal vocational education policy. Chapter 4 explains information disclosure for potential consumers of postsecondary education, including the benefits and costs of disclosing more information, the necessary conditions for effective disclosure, and Arizona's experience with disclosure. Chapter 5 considers how to introduce performance funding into the Carl D. Perkins Vocational Education Act and discusses several objections that proponents of the changes are likely to confront. (CML)

ED 315 547 CE 053 795

Hayward, Becky J.; And Others
Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 235p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Demonstration Programs; Educational Attitudes; *Models; Outcomes of Education; *Program Implementation; *School Effectiveness; Secondary Education; Student Development; *Vocational Education

A study was conducted to explore the question of what works in secondary vocational education--whether exemplary vocational programs can be identified, whether their key features can be described, and whether there are lessons to be learned that can assist others in devising strategies to improve secondary vocational education. Methodology included review of recent research, consultation with a panel of experts, preparation of detailed case studies based on site visits to seven high schools, and analysis of issues relevant to the implementation of the programs elsewhere. The schools studied were the following: Washington High School, Milwaukee, Wisconsin; Fridley High School, Fridley, Minnesota; High School Academies, Philadelphia, Pennsylvania; Walter Biddle Saul High School of Agricultural Sciences, Philadelphia; A. Philip Randolph Skills Center, Philadelphia; Wright Vocational Cooperative Center, Buffalo, Minnesota; and Woodland Cooperative Center, Staples, Minnesota. Among the chief findings were the following characteristics of exemplary programs: (1) clear and uniform understanding among administrators, teachers, parents, and students concerning the goals of vocational education; (2) consistent attention to the development of student self-esteem; (3) strong programs of school leadership; (4) inclusion of employability skills development in the curriculum; (5) presence of a strong cooperative education component; and (6) implementation of strategies to provide effective programs for special needs students. There is some evidence that these models can be adapted and implemented in other vocational education programs. (The case studies and 67 references are included in the report.) (KC)

ED 315 600 CE 054 135

Lynch, Richard L.
The Teachers of Vocational Education Teachers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 4 Dec 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Postsecondary Education as a Field of Study; *Preservice Teacher Education; Schools of Education; Teacher Background; *Teacher Characteristics; *Teacher Education Programs; *Teacher Educators; Teacher Qualifications; *Vocational Education
A study aimed to establish baseline data about where, when, what, how, to whom, and by whom preservice vocational teacher education is provided so that more informed decisions can be made in the current climate of educational reform. Usable data, collected through two questionnaires, were provided from 78 colleges and universities and from 633 vocational teacher educators. The institutional questionnaire was used to obtain information from institutions that provide preservice vocational teacher education about the characteristics of their institutions, characteristics of their teacher education program, the requirements for student entrance and exit, and the respondents' perspectives on any educational reform taking place at the institution. The teacher questionnaire collected data from professors of vocational teacher education on their demographic and professional characteristics, occupational experiences, education experiences, time spent on professional activities, future plans in higher education, and courseload and advising duties. In addition, the teachers were asked to describe any recent important changes in vocational teacher education at their institutions. Among other findings, the data indicate that the typical teacher educator is white, male, a full professor, tenured, 49 years old, earning $35,745 for 9 months' employment, and that he earned a doctoral degree in vocational education in vocational education 14 years ago. It was also found that of the 20 universities awarding such degrees, the largest percentage was awarded by Ohio State University. (The document contains 14 tables and 1 figure.) (CML)

ED 315 655 CE 054 257

Potts, Meta; Tichenor, Jean
Project PROVE: Research Report.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 89
NOTE- 30p.; For a related document, see CE 054 256.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Rehabilitation; Criminals; *High School Equivalency Programs; Literacy Education; *Participant Satisfaction; *Program Attitudes; Program Implementation; *Program Improvement; Tutoring; Vocational Rehabilitation
IDENTIFIERS- *Exoffenders; General Educational Development Tests; *Project PROVE
Project PROVE (Parolees and Probationers Realize Opportunities via Education) provides adult literacy and General Educational Development (GED) test preparation for paroled offenders in Louisville, Kentucky. Released offenders are either required or encouraged to attend the program by their parole officers. Interviews with 12 program participants, age ranging from 20 to 39--selected so that half of the group was male and half female, half white and half black--were conducted to assess the program and provide input for recommendations for improvement for the second project year. Program participants were generally positive about the teachers, the opportunities to acquire the GED, and their increased self-esteem and ability to think about the future. They, along with their teachers and the project director, noted that they often lead chaotic lives, going from crisis to crisis, which prevented them from getting the full benefit from the program. Recommendations for strengthening the program included that: (1) attendance be mandatory; (2) judges, correctional officers, and "significant others" of participants be included in receptions and kept aware of participant progress; (3) child care be provided; (4) locations and access be considered; (5) more materials be provided, especially consumables for lower-reading students; (6) a clinical psychologist be hired to help participants solve their immediate problems and make lasting life changes; and (7) a vocational training component be added. (KC)

ED 315 682 CG 022 261

DePlacido, Joanne; And Others
Identity Status and Relationships with Parents.
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Longitudinal Studies; *Parent Child Relationship; *Young Adults
IDENTIFIERS- *Identity Formation
Failure to establish an adequate identity during adolescence may lead to role confusion, where the individual experiences uncertainty and anxiety, and overly relies on others for guidance and support. It can be argued that identity achievers, by going through a crisis and becoming committed to a career, have gone through the process of separating from their family in order to make their own decision, and are thus better able than individuals in other statuses to reconnect with parents in a more mature way. In this study interview data were examined to determine the relationship between identity development (i.e., identity achievement, identity non-achievement) and relationship maturity with parents. Unmarried individuals (N=53) who participated in a larger longitudinal study examining family relationships in young adults were given Marcia's Ego Identity Interview and the Family Relationship Interview. Individuals' identity statuses were determined as well as levels of relationship maturity with parents. A one-way analysis of variance indicated that identity achieved individuals had higher relationship maturity with their mothers than did the non-achieved individuals. A relationship between identity status and relationship maturity with fathers was not found. It could be that in today's society the maternal relationship is more important than the paternal relationship, especially when it involves issues of separation. (ABL)

ED 315 695 CG 022 274

Barnard, Spencer
How To Engage the Parents of Your Students at Risk.
Winnerscorp, Kankakee, IL.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; Intervention; *Parent Child Relationship; *Parent Education; Parent Participation; Parent Role; *Parent School Relationship; *Secondary School Students
Educators of students at risk need to engage the students' parents in the educational process. Many parents do not know how important they are to their children's success in school. Parents should be encouraged to spend time with their children; read to their children; discipline their children; and expect their children to succeed. Educators can engage parents by suggesting that parents provide structure; offering writing activities for the home; recommending that parents reward positive conduct; suggesting specific ideas for goals for the children; and preparing parents for the parent/teacher conference. Parents can help to build their children's confidence by learning about their children's strengths; complimenting their positive behavior; being patient; never ridiculing their children; and making them feel important to the family. Children can be taught good discipline by being given responsibilities in the home; being given encouragement; and by being allowed to participate in decisions. Parents can give their children good values by explaining right and wrong; making clear rules; not permitting children to "hang out" with children who may be a bad influence; and by setting a good example. Learning can be encouraged at home through making sure schoolwork comes before television; complimenting children when they do well on their schoolwork; visiting places such as museums with the children; offering assistance with schoolwork; and talking to children about the importance of education. (ABL)

ED 315 711 CG 022 293

Felix-Ortiz, Maria; Newcomb, Michael D.
Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
PUB DATE- Apr 89
NOTE- 34p.; Two papers (with identical titles) presented at the Annual Meeting of the Western Psychological Association (Reno, NV, April 27-30, 1989); and at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989), respectively.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *At Risk Persons; Cocaine; *Drug Abuse; Females; *Hispanic Americans; Males; Marijuana; Smoking; Statistical Analysis; Substance Abuse; Tobacco
IDENTIFIERS- Protective Factor Index; Risk Factor Index
Changing alcohol and drug use patterns among women and ethnic minorities, such as the over-representation of Hispanics in alcohol-related deaths, drunk driving arrests, and treatment facilities, emphasize the importance of understanding substance use patterns in these populations. This study attempted to identify a single cause of substance abuse by considering a wide range of potential risk and protective factors. Data from a large sample of Caucasian and Hispanic teens (117 Hispanic, 560 Caucasian) were collected on 12 factors associated with substance abuse. Scores were summed into a Protective Factor Index (PFI) and a Risk Factor Index (RFI). Bivariate and multivariate correlation analyses were used to examine the relationship of the RFI and PFI with cigarette, alcohol, cannabis, cocaine, and hard drug use. Across time, the PFI predicted frequency and quantity of alcoholic beverage use for White females. The RFI predicted quantity of alcohol use for Hispanic males and White females, and frequency of liquor use for White males. These indices accounted for significant percentages of drug use variance across all groups; however, the R-squared values were highest for Hispanic males and lowest for Caucasian males. The RFI and PFI can accommodate a seemingly diverse range of hypotheses about the cause of substance use/abuse and can be helpful in identifying populations at risk who would benefit from prevention/intervention programs. (References are included, and statistical tables and charts are appended.) (TE)

ED 315 754 CS 212 135

Wolmsley, Sean A.; Walp, Trudy P.
Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 54p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Classroom Research; Elementary Education; Reading Aloud to Others; *Teacher Attitudes; Teacher Response; Teaching Methods
IDENTIFIERS- New York (Albany)

A study investigated how elementary teachers use literature in their classrooms, focusing on what instructional philosophies drive elementary literature programs; elementary teachers' knowledge of children's literature; and which books are being read to children and which books they are reading on their own, so that their "literary" knowledge can be ascertained. Seventy-four subjects--46 classroom teachers; 15 reading, special education and gifted and talented specialists; 5 librarians; and 8 administrators from 6 schools in Albany, New York, two each from urban, suburban, and rural settings--were interviewed. Lists of books, school or districtwide policy, individual teachers' weekly schedules for language arts activities, and student writing samples were also analyzed. Results indicated that: (1) the subjects expressed a strong belief in the importance of literature in the elementary curriculum; (2) reading aloud to students was the most widely used activity for involving elementary students in literature, followed by independent reading by students and by guided reading; (3) almost all students of the teachers interviewed spent half an hour a week in the school library; and (4) poorer readers were treated the same as better readers in terms of read-aloud and independent reading activities. (Three tables of data are included; 26 references and 3 lists of interview questions are attached.) (RS)

ED 315 812 CS 507 040

Talty, Joan K.
Dance and the Aging--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
PUB DATE- 20 Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Aging (Individuals); Cultural Activities; *Dance; Dance Therapy; Interpersonal Relationship; *Older Adults; Physical Health; Recreational Activities; Self Expression
IDENTIFIERS- Iowa
Dancing is not only a means to insure the activity and involvement of growing numbers of seniors, it is also a viable choice for the stimulation of health, self-worth, belonging, and joy in aging. Two successful programs in southeastern Connecticut and one in Washington, D.C. illustrate the effectiveness of dancing for the aging. Each program is carefully designed for a specific group of elderly people: program is more mobile and internally reflective; another is less mobile and more socially purposive; while the third stresses the benefit of intergenerational dancing and includes a mix of younger and older dancers. The "Vintage Life" dance program developed in Iowa represents physically well, mobile elderly people interested in broadening social and physical horizons. Classes meet 1 hour weekly and vary in size up to 20 students. Warm-up sessions consist of chair exercises followed by standing stretches; activity sessions consist of rhythm exercises, movement across the floor with basic ballroom steps, repetition of dances already learned, and work on new dances. The cool-down period consists of seated stretches and a discussion of the day's accomplishments. Classes are characterized by warmth, enthusiasm, mutual sharing, and learning. (An appendix contains detailed guides for activities, records, manuals, a dance class survey, a consent form, and a Health Risk Analysis form.) (KEH)

ED 315 826 CS 507 066

Seibert, Joy Hart; Sypher, Beverly Davenport
The Importance of Internship Experiences to Undergraduate Communication Students.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Opportunities; *Field Experience Programs; Higher Education; *Internship Programs; On the Job Training; *Practicums; Practicum Supervision; Professional Education; Skill Development; *Speech Communication; Undergraduate Students; *Undergraduate Study
IDENTIFIERS- *Speech Communication Education
Participation in an internship program offers many benefits to an undergraduate communication student. First, it allows a student to both make and develop professional contacts. Second, both full and part-time employment offers become available. Third, students can develop greater understanding of their own strengths and weaknesses. Fourth, students can refine their career goals. Internship programs also hold benefits for the field supervisors and sponsoring organizations, such as providing motivated workers at no or relatively low cost to an organization and furnishing the opportunity to train possible future employees for the organization. Participation in internship programs allows the field supervisor and organization to maintain a working relationship with the university in which the students are enrolled. In several cases, special projects can be accomplished more inexpensively by using student expertise. Departments and universities benefit by providing a different mode of career education to their students and attracting attention to and the enrollment of majors in the department. Administration of the internship also keeps faculty in touch with the needs of the working world. At one large Southern university, student eligibility for internships is determined by the major and minor of the student, grade point average, and participation in the pre-major requirements. Interested students follow specific procedures to enter the program and to meet the internship requirements. Students are enrolled on a pass/fail basis. The grade is determined by the use of a journal kept by the student, a final paper analyzing communication in the organization, and a written evaluation by the field supervisor. (MG)

ED 315 840 EA 021 228

Anderson, Mary B.
Improving Access to Schooling in the Third World: An Overview.
BRIDGES Research Report Series No. 1.
Harvard Univ., Cambridge, MA. Inst. for International Development.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Mar 88
NOTE- 34p.; Project BRIDGES is directed by the Harvard Institute for International Development and the Harvard Graduate School of Education. Other participants are the Institute for International Research, Michigan State University, the Research Triangle Institute, and Texas State University.
CONTRACT- DPE-5824-A-5076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *Developing Nations; Educational Demand; Educational Supply; Elementary Secondary Education; Foreign Countries; *School Holding Power
IDENTIFIERS- *Africa; *Asia
Literature on access to education in Africa, Asia, and Latin America is reviewed. Policymakers face the choices and issues raised by limited economic resources. Variables are identified that educational policymakers can manipulate to achieve desired outcomes in access and retention levels. The determinants and contextual conditions that support or impede the achievement of these outcomes are specified. This booklet is divided into three parts: (1) Educational Goals and Access; (2) Factors Influencing Access; and (3) Policies to Improve Access. The third section is directed toward policies that affect the supply of education and the effective demand for education. A brief overview of the discussion and a perspective on further work in the area of access are included. The bibliography contains 91 citations and a supplementary bibliography contains 44 entries. (SI)

ED 315 855 EA 021 553

Mertz, Norma T.; McNeely Sonja R.
Principal Selection in a Time of Change.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Role; *Administrator Selection; Educational Change; High Schools; *Instructional Leadership; *Principals
IDENTIFIERS- *Tennessee
Criticism of the schools has been linked to calls for change and demands for school improvement. While much of the attention has focused on curriculum content, student knowledge and skills, and school duration, considerable attention has been directed to the school principal and the importance of school leadership. Strong, effective leadership provided by the building administrator--specifically, instructional leadership--has been identified as a key characteristic of effective schools. To determine whether principal selection has been influenced by this new focus on the instructional leadership aspect of educational administration, a questionnaire was sent to 187 of the 337 public high school principals in Tennessee; returns were received from 144 subjects for a response rate of 77%. The study sought to distinguish principals chosen at an earlier time from those chosen more recently in order to assess whether principal selection criteria had changed, the type of selection criteria used; and whether these criteria reflected new conceptions of the role. Findings indicate that no standard or systematic process is in use for principal selection. Further, the absence of differences between new and old hires in areas such as background, preparation, and experience suggest that new conceptions of the role of principal have not--or not yet--changed selection criteria, at least in Tennessee. (35 references) (KM)

ED 315 870 EA 021 593

Moore, Donald R.
Voice and Choice in Chicago. Draft.
Designs for Change, Chicago, Ill.; National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 41p.; Paper prepared for the Conference on Choice and Control in American Education (Madison, WI, May 17-19, 1989).
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; Consultants; Elementary Secondary Education; *Equal Education; *Governance; High Risk Students; Parent Participation; Policy Formation; *School Based Management; *School Choice; *Urban Education
IDENTIFIERS- *Educational Restructuring; *Illinois (Chicago)
The Chicago Public Schools have recently been restructured by the Illinois General Assembly, radically altering patterns of governance (voice) and patterns of choice in Chicago. This paper analyzes the history of the Chicago restructuring campaign and the specific conception of school-based governance enacted into law. The paper also analyzes the school choice system that has existed in Chicago, its inequities for students at risk, and the effect of Chicago's past experience with choice on the content of the new school restructuring law. The paper then advances conclusions based on the Chicago experience and relevant research applicable to voice and choice issues in big cities. One essential feature of effective school-based management is giving majority control of school policy-making councils to parents and citizens, not to principals and teachers. Genuine educational improvement depends on the presence of other features, such as training for participation on these councils provided by groups independent of the school system, significantly increased principal accountability and authority, limitations on central administration's role, and availability of advisory resources for assisting schools in the change process. In Chicago and other big cities, choice programs have typically operated to increase the isolation of at-risk students, and have thus become a new form of discriminatory tracking. Creating equitable choice programs is not just a "program design" issue. Unless a school system makes and implements a fundamental commitment to improve educational services in all schools and for all student subgroups, school choice increases inequality. Choice is best viewed as a subsidiary strategy to augment the effectiveness of school-level governance reform characteristics described in this paper. (30 references) (MLH)

ED 315 884 EA 021 615

Education in Alberta: Some Major Educational Trends. Revised.
Alberta Dept. of Education, Edmonton. Planning and Policy Secretariat.
PUB DATE- May 89
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Foreign Countries; *School Demography; School Statistics; School Surveys; Teacher Distribution; Teacher Student Ratio
IDENTIFIERS- *Alberta

The environment in which education operates is changing, and information about major environmental changes and educational developments is an important tool for planning and decisionmaking. Presented within this document, which was prepared by the Planning Section of the Planning and Policy Secretariat of Alberta, are educational trends in the areas of student enrollment, student programs/courses, student achievement, teachers, educational finance, and public policy changes, and public opinion. Some highlights of the current education-related trends in Alberta include: (1) an increase in private school enrollment and in the number of private schools; (2) the enhancement of equitable access to educational programs and courses by students living in rural communities and in remote areas of the province; (3) a decline in the dropout rate and an increase in the high school completion rate; (4) more teachers in the labor force than the number of teaching positions available; and (5) an increase in educational expenditures. The format of this document was designed to encourage users to note--in the course of planning--the potential implications a particular trend or trends may have on his or her operation. A glossary of terms is also provided. (KM)

ED 315 523 CE 053 762

Manski, Charles F.
Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 23p.; Paper commissioned for the Conference on Outcome-Based Policy Options for Vocational Education (Washington, DC, June 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Dropout Prevention; Dropout Programs; *Dropouts; *Educational Demand; Educational Economics; Educational Policy; *Educational Supply; Enrollment; Enrollment Influences; Enrollment Trends; Postsecondary Education; School Holding Power; *Student Financial Aid; *Student Recruitment
Lowering dropout levels would not necessarily make society better off and, consequently, student aid policy should not be evaluated by its effects on dropout. Analysis of the model of postsecondary enrollment and completion developed in this paper results in two striking findings. First, making reduction of dropouts the policy goal yields the perverse conclusion that it would be best to eliminate student aid entirely because eliminating aid would make enrollment less attractive than work and hence reduce the number of students who choose to enroll. The students who choose to work rather than enroll are those with the lowest completion probabilities, so eliminating the aid shifts the composition of those enrolled toward those students with the highest completion probabilities. Second, a policy that reduces dropout probabilities does indeed lower dropout among those students who would have enrolled in the prepolicy regime; at the same time, however, it also induces new students to enroll. The dropout level rises if the number of induced enrollees who drop out exceeds the gain in completion among existing enrollees. The dropout rate rises if the completion probabilities of induced enrollees are sufficiently lower than those of existing enrollees. Completion subsidies may induce students to choose programs with high pass rates and thus may inhibit good matches between students and careers. The document develops a model elaborating on the idea that completion of schooling is exogenous, applies the model to the study of enrollment and completion, and extends the analysis to allow for the possibility that completion is partly endogenous. An appendix provides proofs for the two major propositions. Seven references are included. (CML)

ED 315 561 CE 054 009

Rupert, Duane F.
Who's Learning To Read and How Do We Know?
PUB DATE- 8 Sep 88
NOTE- 10p.; Paper presented at the National Adult Literacy Symposium (Washington, DC, September 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Diagnostic Teaching; Evaluation Methods; *Literacy Education; *Outcomes of Education; Program Effectiveness; Reading Centers; *Reading Instruction; *Student Evaluation; Teaching Methods; Tests; Test Use
IDENTIFIERS- *Greece Central School District NY; Workplace Literacy
One aspect of the Greece (New York) Central School District's Continuing Education Division is an adult literacy program for students who enter with a reading level below the sixth grade as measured by the Test of Adult Basic Education (TABE) (17 percent of students). Students at this level receive instruction in one of four environments: adult basic education classes at an education center or at an apartment complex, or workplace literacy classes at one of two sites. The average student receives 46 hours of reading instruction per semester (10 weeks), with workplace students receiving 56 hours over 8 weeks. The mean grade-level gain for students after about 50 hours of instruction is approximately 1.8 years, although individuals vary considerably, with those completing a semester usually gaining 2-3 years of growth. Those who stay for a school year or longer can achieve as much as 4 years of growth. Students are taught by a diagnostic-prescriptive model, with continuous monitoring and refinement of students' programs based on current assessment. The most beneficial aspects of this process have been the use of standardized testing and student intake interviews. The program continues to emphasize the diagnostic-prescriptive method and plans to add diagnosis of learning disabilities. (KC)

ED 315 574 CE 054 041

Thompson, Dale E.; And Others
Technology Education Partnerships: Arkansas Articulation.
PUB DATE- 5 Dec 89
NOTE- 14p.; Paper presented at the Annual Conference of the American Vocational Association (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); Developmental Continuity; *Educational Mobility; *Equivalency Tests; *Industrial Arts; *Institutional Cooperation; Postsecondary Education; Secondary Education; *Transfer Policy; Two Year Colleges; Vocational Education
IDENTIFIERS- *Arkansas Articulation Program
The Arkansas Articulation Program is the process used since 1986 to supervise the coordination between secondary and postsecondary levels of vocational, technical, and technology education courses whose content has been standardized as the result of competency identification specific to each subject area. The program aims to strengthen the curriculum and to shorten the technology and vocational training process by eliminating duplication of course work. The program will achieve its purpose through the formation of partnerships between secondary and postsecondary technology educators, and the process it will use has the following phases: (1) identification of schools by regional articulation coordinators, assignment of interested administrators to a regional articulation committee, and selection of technology subject matter areas targeted for articulation; (2) classroom teacher identification of any duplication among courses between levels and development of articulation agreements between schools so that students do not re-learn material in which they are already competent; (3) review of the agreements by representatives of all schools involved; and (4) implementation of the agreements, including informing students, teachers, and counselors that the agreements, which provide for direct credit transfers, advanced placement standings, and/or credit by examination, exist. By December 1989, 19 agreements had been implemented for drafting, 42 for electronics and electricity, 8 for computers, and 13 for welding programs. (The document includes a sample agreement and an application for advanced placement.) (CML)

ED 315 588 CE 054 063

Krauss, Stephen R.
Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
Cooperative Education Marketing, Inc., Kalamazoo, MI.
PUB DATE- Feb 90
NOTE- 7p.; Brown ink on buff paper reduces contrast.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cooperative Education; Higher Education; *Marketing; Regional Programs; *Resource Centers; Technical Assistance; *Training; *Work Experience Programs

Many college and university cooperative education or work experience programs fail to recognize the valuable training and professional resources located in their geographic regions. At present, there are 11 federally funded national and regional training and resource centers whose job it is to assist colleges, universities, and employers to develop, enhance, and expand coopreative education. All the centers provide at least the following basic services: on-site training on cooperative education; off-site training for employers and academic personnel; Title III grant-writing clinics and proposal review services; printed marketing resources on cooperative education, including coordinator guides, employer guides, faculty guides, student guides, and standard or customized posters; and individualized consulting and program evaluation services. Each of the centers is staffed by some of the most experienced and nationally recognized cooperative education trainers and administrators. Among the topics on which training is provided are computerizing cooperative education programs, developing a cooperative education program in an academic environment, the benefits of cooperative education for faculty, staff, students, and employers, and the essentials of public relations for cooperative programs. The centers should be seen as allies who can work hand in hand with their academic partners to help facilitate consistent program growth using a variety of training methods, topics, and marketing resources. (The document includes the addresses, phone numbers, and directors' names of the centers, and an 11-item bibliography.) (CML)

ED 315 629 CE 054 193

Apolloni, Tony, Ed.
VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
Sonoma State Univ., Rohnert Park. CA. California Inst. on Human Services.
SPONS. AGENCY- California State Dept. of Education. Div. of Career-Vocational Education.
PUB DATE- 90
NOTE- 223p.; Pages 163-166 have small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; Career Planning; Cooperative Programs; *Disabilities; *Disadvantaged; Educational Finance; Federal Regulation; *Guidelines; Individualized Education Programs; Job Development; Job Placement; Labor Needs; Learning Modules; *Limited English Speaking; Mainstreaming; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Secondary Education; *Special Needs Students; Staff Development; Student Evaluation; Units of Study; Vocational Education; Vocational Followup
IDENTIFIERS- California; Vocational Education Resource System
This handbook was produced by the California Vocational Education Resource System (VERS) to assist administrators in planning, implementing, and monitoring career-vocational education services for students with special needs (disabled, disadvantaged, or limited English proficient) in regular vocational education classrooms. The guide is organized in 17 modules covering the following: ideology; federal and state regulations; program planning; funding and fiscal management; personnel development; community relations; coordination with community support agencies; student identification; student assessment; development of Individualized Education Programs (IEPs); classroom/program placement; instructional accommodations; learning centers; job market analysis; job development; job placement; and follow-up services. Each module is prefaced by a "time-saver" cover page that briefly defines the vocational education topic or process covered in the module, lists the sections of the module, and suggests ways in which it might be used. Supplementary materials are appended to some modules. (KC)

ED 315 726 CS 009 929

Walker, Barbara J.
The Interactive Model of Reading: Deciding How Disability Occurs.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Elementary Education; Models; *Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research; *Reading Strategies; *Remedial Reading
IDENTIFIERS- *Interactive Model; Interactive Reading
Even though reading is a complex process, cognitive psychologists generally agree that reading is an active thinking process. Four aspects of the interactive view of reading can help define this process: (1) readers use both what they know and information from the text to construct meaning; (2) readers elaborate what and how they read; (3) readers continually monitor their understanding to see if it makes sense; and (4) readers use the situational context to focus their purposes and frame their attitude toward the literacy event. The interactive model of reading can form a framework for analyzing reading difficulty. Reading difficulty occurs when one of the aspects of the reading process is excluded for an extended period of time. When there is a mismatch between the students' reading behaviors and reading instruction, readers use compensatory strategies to construct meaning. With each of the four aspects of the interactive model of reading, reasons for reading difficulty can be explained in terms of an interaction between student behaviors and classroom instruction, thus illustrating the powerful influence teachers and schooling have on remedial reading. (Two figures representing the interactive reading model and a model of reading difficulty are included; 38 references are attached.) (RS)

ED 315 740 CS 009 946

Stahl, Steven A.; And Others
"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 159p.
CONTRACT- G0087-C1001
AVAILABLE FROM- University of Illinois, Summary, P.O. Box 2276, Station A, Champaign, IL 61825-2276 ($5.00 a copy, up to 50; $200 for box of 50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Reading; Educational Trends; *Literature Reviews; Phonics; Primary Education; *Reading Instruction; *Reading Research; Research Utilization; State of the Art Reviews; Theory Practice Relationship

Prepared for teachers, school administrators, parents, and other members of the interested public, this summary of Marilyn Jager Adams' "Beginning to Read: Thinking and Learning about Print" selects from the complex and extensive body of research in the book to present a more direct but much less detailed account of useful, research-based information on beginning reading. Both the book and the summary review, evaluate, and integrate information from the fields of cognitive psychology, developmental psychology, educational psychology, education, linguistics, computer science, and anthropology. Chapters in the summary include: (1) "Words and Meanings: From an Age-Old Problem to a Contemporary Crisis"; (2) Research about Readers: Two Perspectives"; (3) "Preparing Young Children to Read"; (4) "Moving into Reading"; and (5) "Words and Meaning: Toward a Resolution." Nineteen pages of references and notes are attached. (RS)

ED 315 783 CS 212 223

Cousin, Patricia Tefft; Stires, Susan
Remembering Our Students.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Mar 90
NOTE- 15p.; Printed on colored paper. Figures 6-13 will copy poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Elementary Education; Learning Problems; Reading Skills; *Reading Writing Relationship; *Teacher Response; Teacher Role; *Teacher Student Relationship; Writing Exercises; *Writing Improvement; Writing Instruction; *Writing Processes; Writing Readiness
IDENTIFIERS- *Emergent Literacy; Teacher Researchers; Writing Contexts; *Writing Development
There are students whom teachers always seem to remember, primarily because they provide special insight into teaching and learning. These students, most of whom usually have learning difficulties in school, teach important lessons to teachers about determination, survival, and about becoming readers and writers. One such student is Kimberly, whose first grade year had been disastrous due to health problems and difficulties with language. The teacher and Kimberly began working together in second grade by drawing pictures and matching them with texts. Gradually Kimberly produced independent writing. By the sixth grade she had learned the appropriate use of conventions and found reading to be a recreational activity. Another such student is Andrea, a fifth grader who had experienced language development problems evidenced by her brief incoherent prose. The teacher collaborated with Andrea over idea generation and revision. Andrea had to be shown that rehearsal (making lists, taking notes, sketching, and especially talking) was necessary. Through extensive process/conferencing with the teacher, Andrea was gradually ready to take charge of her learning. Both students provide insight on how struggling students are able to reposition their view of themselves and to create a new image of themselves as reader and writer. (Thirteen figures containing writing samples from both students are included.) (KEH)

ED 315 510 CE 053 405

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
Jefferson County Public Schools, Louisville, Ky.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 89
NOTE- 84p.; For a related document, see CE 053 404.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; *Basic Skills; Cooperative Programs; Economically Disadvantaged; *Employment Potential; *Homeless People; Interpersonal Competence; *Job Skills; Nutrition; *Outcomes of Education; Parenting Skills; Poverty; Self Esteem; *Social Services; Stress Management
IDENTIFIERS- General Educational Development Tests; Goal Setting; Kentucky (Louisville)

Project WORTH served the job training needs of and facilitated employment for homeless adults in Louisville shelters by providing instruction in basic living skills, academic skills, and employability and vocational skills. Child care, transportation, and food service were provided to make participation in the training program possible. Of the 264 individuals who entered Project WORTH, 132 actually participated in the training. Possible reasons for nonparticipation include the fact that no stipends were offered, no evening vocational classes were offered, no child care or transportation was available to those who participated in the evening classes, and the length of the training program. Forty-two students enrolled in General Educational Development (GED) preparation, and 11 obtained the GED by the end of the project year. Seven of the 11 people who received the GED were placed in jobs, and 5 of the 7 were still on the job after 13 weeks. Of the 42 people placed in jobs by the project, 24 retained their jobs after 13 weeks. Almost twice as many females were enrolled in the program as males and almost twice as many of the participants were white, compared to black. Participants received an average of 18.06 hours of instruction, ranging from 4 to 196 hours. Participants showed an average grade equivalent gain of .87 in reading and 2.5 in math. Linkages of federal, state, and local government with social service agencies, nonprofit organizations, educational institutions, and care providers were found to be important but not sufficient. (Fourteen appendixes are included in the report. They include staff evaluation of the project, lists of local resources, statistics on client characteristics, and program models and organizational chart.) (CML)

ED 315 614 CE 054 162

Jarvis, Phillip S.
Career Planning: Developing the Nation's Primary Resource.
PUB DATE- Dec 89
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Career Choice; *Career Development; *Career Planning; Decision Making Skills; Foreign Countries; Futures (of Society); Occupational Information; *Policy Formation; Postsecondary Education; *Productivity; *Public Policy; Quality of Working Life; Secondary Education
IDENTIFIERS- *Canada; United States
Career planning is the most critical ingredient in developing a nation's primary resource, its workers. A 1988 Gallup Poll showed that 62 percent of U.S. workers had no career goal when they began their first job, and more than 50 percent felt they were in the wrong job. The same results probably could be applied to Canada. Career planning skills are not instinctive. Young people and adults need to be taught basic skills they can use in evaluating their needs, identifying their options, and making good career choices. Job changing is thought to cost business and government in Canada about $7.5 billion in costs and lost wages per year. Lost productivity is no doubt the greatest economic cost of inappropriate career decisions. However, Canadian youth receive little help in making these decisions. Counselors are involved with many other problems besides career planning. A new vision is required, one that sees career planning as a community responsibility, rather than just an educational, or worse, a counselor responsibility. More attention must be paid to the career-related developmental needs of clients across the full spectrum of community service agencies. People must be taught how to locate and process information that has personal relevance. Community goals should be set to reduce school dropout rates, increase productivity of area firms, and increase career awareness. Such programs will ensure brighter futures for the citizens and the communities. (KC)

ED 315 643 CE 054 225

Miller, Minor R.
Apprenticeship/Training in Correctional Institutions.
PUB DATE- 5 Dec 89
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; *Correctional Education; *Correctional Rehabilitation; Federal Programs; Federal State Relationship; Futures (of Society); Job Training; Labor Market; Labor Needs; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; Skilled Occupations; Skilled Workers; State Programs; Trainees
IDENTIFIERS- *Bureau of Apprenticeship and Training
Apprenticeship training is structured on-the-job training combined with related classroom instruction. Most apprenticeship training is paid for by private businesses, with some training paid for by organized labor. Some apprenticeship programs have been developed in correctional facilities, both federally operated and state-operated institutions. Currently, more than 125 apprenticeship programs, with several thousand participants, have been set up throughout the country with help from the Bureau of Apprenticeship and Training of the U.S. Department of Labor. Some of the programs are for inmates only, some for corrections facilities staff, and many for both. Some prisoners have successfully completed apprenticeship programs and have gone on to become successful employees of private businesses or industries. Some of the problems of implementing a correctional apprenticeship program include getting minimum wage waivers, giving related instruction outside of vocational education or community college facilities, administration, and transfer of inmates from one facility to another. Although setting up an apprenticeship program can be difficult, it is worth the effort. One study showed that the recidivism rate for prisoners who had completed an apprenticeship program was one-third the rate of others released. Such programs can help prepare prisoners while helping to prepare the work force needed for the future. (KC)

ED 315 668 CG 022 247

America's Changing Work Force: Statistics in Brief.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D12633, single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Change; Demography; *Employment Patterns; *Employment Statistics; Futures (of Society); *Labor Force; Middle Aged Adults; Older Adults; Profiles; Sex Differences

This booklet provides information about the demographics of the changing work force. It offers an at-a-glance profile of workers age 45 and older and considers likely changes in the work force of the future. The document includes topics such as the composition of the work force of today and tomorrow by age and sex, labor force participation rates, industrial and occupational employment, and general characteristics of this group of employees. The following tables on employment status are provided: (1) profile of Americans over age 45; (2) employment by age and gender; (3) employment by age, sex, and race; (4) labor force participation rates by sex and year in 1950, 1975, and 1988; (5) employment by major industry group; (6) employment by occupation, age, and sex; (7) employed and unemployed full- and part-time workers by sex and age; (8) weekly earnings by age and sex; (9) unemployment by sex, age, and duration of unemployment; (10) age discrimination charges; (11) employment by age, sex, and union affiliation; (12) monthly pension income of retirement pension recipients by age and sex; (13) wage and salary of workers 25 years and over; (14) projections of labor force participation; (15) jobs of the future; and (16) projections of the future of the work force. (ABL)

ED 315 683 CG 022 262

Polkinghorne, Donald E.
The Use of Natural Language in Counseling Psychology Research.
PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Research Methodology; *Research Needs
IDENTIFIERS- *Counseling Psychology; *Natural Languages
Compelling reasons for diversification of research methods in counseling psychology must exist in order to overcome natural academic inertia. The two most common arguments for implementing diversity--inapplicability of quantitative research to counseling practice and a need to derive research methods from the "new paradigm" of human knowledge--are too weak to warrant major revisions to current instructional programs. Another rationale which could be used, that of a natural-language approach, is solidly rooted in the knowledge goal of counseling psychology and envisions an understanding of the full range of human experience and behavior. The primary reason for adding natural-language research methods to the field of counseling psychology is that important questions are not easily addressed by quantitative methods alone. Two areas of particular utility for natural-language methods are the generation of categories for understanding human phenomena and the investigation of the interpretation and meaning that people give to events that they experience. An inventory of diverse research methods--those which use numeric data formats as well as those which use natural-language data formats--is required to address the spectrum of questions relevant to the field of counseling psychology. (Author/ABL)

ED 315 769 CS 212 202

Marchino, Lois A.
Transforming the Detective Novel: Sex and the Single Sleuth.
PUB DATE- Jun 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Characterization; *Feminism; Interpersonal Relationship; *Lesbianism; Literary Criticism; *Literary Genres; *Novels; Sex Bias; Twentieth Century Literature
IDENTIFIERS- *Detective Stories; *Homosexual Literature; Mysteries (Literature); Nancy Drew; Sexual Attitudes
The lesbian detective of current fiction may be single, but she is not alone; she has a lover. In varying degrees of realism and fantasy, sexuality is part of her character. While some writers in the field argue that romances involving the protagonists of feminist detective fiction distract from the plot, these critics themselves sometimes break their own rules. Lesbian novels focus on many sex-related concerns; the sleuth is often drawn into the action because a friend or lover needs help, and lovers often work together to combat prejudice. In theory, and in the practice of the best writers, sexuality is not only a major component of characterization but also a statement of humanitarian values and lesbian feminism. The question then is not how sexy the lesbian detective novel is, but how well it is written and integrated. These novels present positive views of women loving women and provide positive models validating various choices for women. (A 22-item bibliography of lesbian mystery novels is attached.) (SG)

ED 315 798 CS 506 901

German, Kathleen M.
Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
PUB DATE- 20 Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; Equal Opportunities (Jobs); Faculty Mobility; *Females; Higher Education; Minority Groups; Minority Group Teachers; Nontenured Faculty; *Part Time Employment; *Speech Communication; *Teacher Supply and Demand
IDENTIFIERS- *Educators; *Speech Departments
Since the early 1970s the composition of faculty in communication departments and in higher education in general has changed dramatically. A review of the literature shows that increasingly, part-time instructors have come to dominate faculties in roles that have shifted from occasionally offering an outside specialty to regularly replacing full-time faculty members. Women and minorities currently comprise the majority of this part-time faculty, most often found in lower ranks at less prestigious institutions. Based on current trends, the prevalent prediction for the next 20 years is that women will continue to inundate lower and part-time faculty ranks and suffer the brunt of economic constraints in education. The challenge of the future is to integrate part-time faculty, tapping their talents and energies, while providing them with institutional support and commitment to the extent allowed by the marketplace. (Thirty-four references are attached.) (KEH)

ED 315 841 EA 021 276

Mitchell, Douglas; And Others
How Changing Class Size Affects Classrooms and Students.
California Educational Research Cooperative, Riverside.
PUB DATE- May 89
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Size; *Educational Policy; Elementary Secondary Education; *Research Problems; *Small Classes; *Teacher Student Ratio

Finding an unequivocable answer to the class size issue is vitally important to the future of American public education. Sorting out conflicting viewpoints and determining supportable conclusions are this report's primary purpose. Three factors--research motivation, the effects of confounding variables, and problems related to distinguishing between student achievement and other classroom process changes--are largely responsible for the divergent, sometimes conflicting views expressed in the literature. For all student populations, class size research shows an important link between lowered student/teacher ratios and higher achievement. This conclusion can be reached by using appropriate complex statistical methods and research designs promoted by the National Education Association. An extensive literature review yields seven related conclusions: (1) class size research has had a history of limited research design, inappropriate methodology, and biased literature reviews; (2) the most seriously misleading conclusions have often been repeated in subsequent analyses; (3) development of a theoretical framework for determining class size influences on learning has been slow; (4) various studies have shown that achievement effects are mediated by changes in teachers' handling of classroom responsibilities; (5) alternative cost-effective strategies for reducing effective group size are available; (6) redeployment of existing school staff offers the most promising strategy for reducing instructional group size; and (7) some class reduction benefits can be gained by creative redistribution of students and incorporation of small-class techniques into routine classroom practice. One statistical appendix is included. (269 references) (MLH)

ED 315 536 CE 053 783

Swartz, Janet P.
State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 27 Jan 89
NOTE- 342p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 784-797.
CONTRACT- 300-87-0106
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; Disabilities; Disadvantaged; *Educational Finance; Enrollment Trends; Federal Legislation; *Federal Programs; Job Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982
This report presents findings from a national survey of secondary and postsecondary institutions offering vocational education that sought to determine state and local response to the Carl D. Perkins Vocational Education Act. The study involved qualitative case studies of state and local programs as well as a national survey of local vocational providers designed to gather information about current vocational education practices. Containing 83 tables and graphs, the report includes information in the following areas: (1) description of districts and institutions offering vocational education; (2) amount of Perkins' dollars spent in 1986-87; (3) how Perkins' funds are spent by districts and institutions; (4) supplemental services for handicapped and disadvantaged secondary students; (5) changes in student enrollments in vocational education 1982-83 to 1986-87; (6) changes in vocational courses 1982-83 to 1986-87; and (7) vocational education and the Job Training Partnership Act. An introductory overview summarizes results in these seven areas of research. The survey instruments are appended. (KC)

ED 315 548 CE 053 796

Grubb, W. Norton
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 419p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Access to Education; *Dropouts; Educational Attitudes; Enrollment Rate; *Outcomes of Education; Postsecondary Education; Program Attitudes; Student Attitudes; *Student Motivation; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972
This study analyzes the results of the increased access of students to postsecondary vocational education, especially in two-year colleges, in terms of completion rates and job placement. Data examined include the following: (1) initial enrollments in higher education; (2) fields of study in postsecondary education; (3) progress through institutions of higher education and the tendency to drop out; (4) completing credentials; (5) the special problems of dropout and completion of minority students; (6) the nature of transfers among institutions; (7) course enrollments and credits earned by noncompleters; (8) late entrants into higher education; (9) employment during postsecondary education; (10) postsecondary vocational institutions compared; and (11) vocational students in postsecondary education. The study found that although access to postsecondary education has expanded, some of the increased enrollment may serve no purpose if students are "milling around" without clear goals. However, the study concludes that it is still unclear how to interpret many of these results--are students who fail to complete credentials really dropouts, are they experimenters who have learned that higher education is not for them, or have they learned what they needed for employment? (In addition to 16 tables in the text, the document includes an appendix of technical notes and 48 tables comprising the greater part of the report. (KC)

ED 315 601 CE 054 136

Lynch, Richard L.; And Others
Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
PUB DATE- 2 Dec 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Cooperative Education; *High Risk Students; On the Job Training; Program Length; *Scheduling; Secondary Education; *Time Blocks; *Time Factors (Learning); *Time on Task; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Virginia
A study investigated the feasibility and advisability of restructuring Virginia public vocational education programs to provide blocks of time larger than those traditionally provided for on-the-job, cooperative, and apprenticeship training. Data were collected through a review of research and of education-work models; telephone and personal interviews with vocational education administrators, special program directors, Virginia Department of Education staff, and industry representatives; and the examination of nontraditional vocational education programs in the state. Education and industry personnel reviewed and critiqued the first draft of the study's recommendations. The following major recommendations are reported: (1) vocational education should be restructured to include a culminating, supervised on-the-job educational experience not to exceed 20 hours per week while school is in session for those students likely to enter full-time employment immediately after high school; and (2) scheduling supervised on-the-job experience should be a local decision and should include ample time for students to receive quality work experience. Four supporting recommendations were also made, including one suggesting the provision of a comprehensive program incorporating a vocational education component that begins in middle school for "at-risk" students. (The document contains a 24-item bibliography and two appendices, the first describing nontraditional vocational education work programs in Virigina and the second citing facts and statistics that provide evidence of the nature of the "at-risk" problem in the schools.) (CML)

ED 315 656 CE 054 295

Missouri Introduction to Materials and Processing Technology. Instructor Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 442p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 60-0290-1: $31.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); High Schools; Industrial Arts; *Manufacturing; *Technology Transfer; *Trade and Industrial Education
IDENTIFIERS- *Materials Processing; Missouri; Processing Technology

This guide is intended to support a high school specialization course in materials and processing technology. The document contains three sections: (1) information on using the material; (2) a set of instructor guides for eight instructional units; (3) 15 technological activity modules and teacher and student instructions for their use; and (4) resources. The set of instructor guides contains instructional units on an overview of materials and processing technology, technological procedures, materials technology fundamentals, construction technology fundamentals, manufacturing technology fundamentals, materials and processing technology, careers and leadership roles in materials and processing technology. Each guide contains a sample set of competencies, subject matter content, teacher plans and activities, student activities, and a list of resources and references. The technological activity modules are a set of representative activities that may be used to address each instructional unit's goals. The guide includes modules on problem solving, fiberglass fabrications, nondestructive testing, bridge construction, construction projects, concrete processing, jigs and fixtures, automated manufacturing, robotics, mass production, forming and managing a company, and career and leadership development. Each module includes an instructor component (objectives, competencies, materials list, teaching suggestions, and pre- and posttests with answers) and a student component (competencies, glossary, materials list, activities, and pre- and posttests). The resource section contains a 13-page list of curriculum guides, textbooks, and references; lists of periodicals, publishers, media sources, resource centers, suppliers, and associations; and sample forms. (CML)

ED 315 696 CG 022 275

Help at Home for Learning in School.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- NJSDE-PTM-500.44
PUB DATE- Oct 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Development; *Elementary School Students; Elementary Secondary Education; Intervention; *Parent Child Relationship; Parent Participation; Parent Role; *Parent School Relationship; *Secondary School Students

This booklet has been prepared primarily to assist parents as they strive to be active partners with the school in the education of their children. It is designed to provide information and practical suggestions on how this teamwork can be accomplished. The introduction cautions parents that, when noting the characteristics of a particular age group, they should keep in mind that each child is unique, even within his or her own family. It is emphasized that this booklet contains general guidelines for parents and that children grow and develop at individual rates. The guide is divided into five major units: (1) early elementary; (2) middle elementary; (3) later elementary; (4) junior high; and (5) senior high. Each unit contains descriptions of general characteristics and typical behaviors of that age group; what shool is like for the child at that age; and some ways in which parents can actively involve themselves in school activities, thereby learning more about the school and building rapport with the school staff. In addition, a final section is devoted to some issues and strategies important to parents of children of any age. The booklet concludes that the goal of raising a healthy, happy, well-educated child is one shared by educators and parents. Resources for further information are listed. (ABL)

ED 315 813 CS 507 045

Pratt, James W.
the NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
PUB DATE- 18 Nov 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Persuasive Discourse; Speech Communication; Speech Instruction
IDENTIFIERS- American Forensic Association; *Debate Formats; *Debate Tournaments; National Forensic Association
The existence of the American Forensic Association's National Individual Events Tournament (NIET) and the National Forensic Association (NFA), two strong and well-established national tournaments with essentially similar events descriptions, has certainly contributed to a very substantial amount of uniformity of events descriptions and conflict patterns in the contemporary intercollegiate forensics world. As a case in point, a comparison of the current events descriptions of the Twin Cities Forensic League with those of the NIET and the NFA tournaments reveals a substantial similarity among the three. Moreover, there is a more widespread understanding of the differences which do exist in events descriptions and, in some cases, the principles which those differences represent. Although non-uniform events descriptions and events continue to exist, for a variety of specific reasons and benefits, the greater uniformity of events benefits students who are preparing for a variety of tournaments. However, no set of rules, no matter how uniform, will ever resolve the really central questions of whether a speech must be problem/solution to be persuasive, or what constitutes a serious point, or what the difference is between acting and interpretation. (KEH)

ED 315 856 EA 021 555

Hertz, Norma T.; McNeely, Sonja R.
Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Educational Administration; Higher Education; *Instructional Leadership; Management Development; *Program Evaluation; *School Administration
Insights and perspectives of participants in administrator preparation programs can provide valuable information concerning what is and should be going on in administrator preparation. A questionnaire was sent to 40 participants of the first UCEA Graduate Student Research Seminar, and 28 (70 percent) responded. In responding to why they had chosen a particular program, 61 percent of the studerts cited reasons related to practical issues, for example, physical proximity to the institution, inexpensive tuition, availability of financial support, the only program in the area, an easy program. Thirty-nine percent cited specific professors, the reputation of the program, or the reputation of the institution as a reason for choosing the program. Twenty respondents cited location as a primary reason for program selection; only seven cited program excellence as a reason. (3 references) (SI)

ED 315 885 EA 021 617

A Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 75p.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitio[redacted] Non-Classroom Use (055)
DESCRIPTORS- Discipline Policy; *Discipline Problems; *Educational Environment; Elementary Secondary Education; Prevention; *Student Behavior; *Student Responsibility; *Student School Relationship
IDENTIFIERS- Oregon

Student reponsibility and self-disipline can be facilitated and learned in the school environment, regardless of existing negative influences in a student's life. By focusing on problem prevention and teaching students alternative ways to behave and meet their needs when they do exhibit behavior problems, schools will achieve a high degree of responsible student behavior and dramatically reduce the level of discipline problems in their student boides. A guide is presented that provides a framework to effectively encourage and facilitate responsible student behavior while emphasizing problem prevention and effective teaching. The continuum of services for managing student behavior (interventions) has five steps: (1) classroom adjustments; (2) referr[redacted]ctivities with building resources; (3) documented plan with district resources; (4) referral for special education services; and (5) district placement with community resources. The appendixes include four samples of policies and programs. (33 references) (SI)

ED 315 562 CE 054 013

Ediger, Marlow
Microcomputer Use in Technical Education.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Decision Making; Decision Making Skills; Learning Strategies; Microcomputers; Postsecondary Education; *Problem Solving; Secondary Education; Teaching Methods; *Technical Education

Instructors in technical education need to use diverse methods of teaching to provide for individual differences among learners. Use of microcomputers is particularly appropriate, because such use can impart knowledge as well as develop skills. Three philosophies of computer/software instruction in technical education can be identified: (1) problem-solving procedures in which students identify and attempt to solve problems; (2) measurement-driven instruction (MDI) with its stress upon specific predetermined objectives for student attainment; and (3) decision-making strategies with learners selecting content to acquire in a rather open-ended environment. The problem-solving strategy is recommended, because problem solving is salient in the school curriculum as well as in life. MDI strategies could use subject matter acquired by students to solve life-like problems. Decision-making approaches might well emphasize using software content to solve problems. Thus, decision-making approaches may advocate students choosing, from among alternatives, problems to solve. (15 references.) (RC)

ED 315 575 CE 054 042

Thompson, Cecelia; Thompson, Dale E.
A Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
PUB DATE- 2 Dec 89
NOTE- 10p.; Paper presented at the Annual Conference of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; Continuing Education Units; *Inservice Teacher Education; Postsecondary Education; *Professional Development; *Professional Training; *Teacher Improvement; Vocational Education; Vocational Schools
IDENTIFIERS- *Arkansas; Nondegreed Teachers
The Vocational-Technical Division of the Arkansas Department of Education has developed a personnel development program for nondegreed instructors employed in postsecondary vocational-technical schools in Arkansas. A professional development committee made up of the instructor, a supervisor of instruction, and a university teacher educator helps the instructor organize and implement an individualized personnel development plan that addresses the following areas: (1) teaching skill development; (2) technical work experience; (3) related professional activities; and (4) participation in a bachelor's degree program. As the instructor works within the four areas, he or she moves up the career ladder and becomes eligible for promotions and pay increases. All instructors enter the teaching field at the bottom of the career ladder, which is the provisional instructor level. To move up through the levels of instructor, senior instructor, and master instructor, persons must complete the Professional Development Institute during the first year of teaching, demonstrate competence in varying numbers of performance-based instructor education program modules, attend professional meetings, become active in community service projects, complete a bachelor's degree, accumulate continuing education units (CEUs), and teach at the postsecondary level. To remain at the level of master instructor, one must accumulate an additional 4 CEUs every 8 years. (CML)

ED 315 669 CG 022 248

How To Manage Older Workers.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13288, single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Achievement Need; *Administration; Change; Conflict Resolution; *Employees; *Employer Employee Relationship; *Motivation; *Older Adults; Stereotypes

Most older workers continue to work hard and perform well; those who do not often perceive that their opportunities for promotion and increased earnings are limited. Six principles of management particularly apply to older workers: (1) recognize that needs can be powerful motivators; (2) link need satisfaction to job performance; (3) set specific, challenging, but reachable goals for the employee; (4) make sure employees have means to achieve goals; (5) reward achievement; and (6) improve motivation by changing the nature of the work. Older worker stereotypes can negatively influence management decisions. Managers can try to change attitudes through education or involvement, or by eliminating unfair treatment based on age stereotypes. Managers should be aware of problems associated with younger workers managing older workers. These include communications breakdowns, status uncertainty, obsolescence problems, overcoming resistance to change, and conflict management. These problems can be overcome through frank discussion and goal setting; tapping the older person's experience; retraining older employees; understanding resistance through change, motivating employees to accept change, and building acceptance for new procedures; and conflict management through avoiding conflict, compromising, forcing resolution, and problem solving. (ABL)

ED 315 712 CG 022 295

Chambers, Alycia A.; And Others
Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
PUB DATE- 11 Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Anxiety; Attitude Measures; *Counselor Characteristics; *Counselor Client Relationship; *Counselor Evaluation; Counselor Performance; Interpersonal Attraction; Interpersonal Relationship; Outcomes of Treatment; *Relaxation Training; *Therapy
IDENTIFIERS- *Progressive Relaxation Training
This study, based on Strong's (1968) model of therapy as social influence, focused on the relationship between clients' judgments of therapists' characteristics and the outcomes of their treatment for generalized anxiety. Thirty subjects and 15 therapists met in 12 individual therapy sessions using Progressive Relaxation Training combined with either cognitive or nondirective therapy procedures. After three sessions and also at the end of the sessions, clients' judgments of their therapists' expertise, attractiveness, and trustworthiness were assessed with the Counselor Rating Form (CRF) and their judgments of therapists' empathy, regard, and congruence were assessed by means of the Relationship Inventory (RI). Four measures of client anxiety were administered before and after treatment. Significant inverse correlations were found between measures of clients' judgment of their therapists' characteristics and of their anxiety levels after treatment. (Other trends, limitations in the study, and implications for future research are discussed. References are included.) (TE)

ED 315 741 CS 009 947

van Kraayenoord, Christina E.; And Others
Reading Difficulties, Metacognition and Affect.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 2; Longitudinal Studies; *Metacognition; Primary Education; *Reading Achievement; Reading Attitudes; Reading Diagnosis; *Reading Difficulties; Reading Failure; *Reading Processes; Reading Research; Reading Skills; Self Efficacy
IDENTIFIERS- *Australia (Brisbane); Concepts about Print Test
A study examined reading performance, metacognitive knowledge about reading, awareness of the conventions about print, perceptions of reading ability, and causal attributions for success and failure in reading of children with reading difficulties in Year 2 in Australia. One hundred children from the Brisbane region were involved in the study--half with reading difficulties. Children were tested individually on three separate occasions at approximately 2-month intervals. Results indicated that children with reading difficulties were less able to identify letters and words when compared to their peers. They also had lower reading ages for reading accuracy and comprehension than the children without reading difficulties. Children with reading difficulties showed less awareness of the concepts about printed language than their peers. Self-beliefs and causal attributions indicated that the children with reading difficulties perceived their attainment to be higher than their actual achievement might indicate. In accounting for their failure in reading, children with reading difficulties made reference to a lack of ability and to being unlucky. (Six tables of data are included and 37 references are attached.) (MG)

ED 315 755 CS 212 136

Langer, Judith A.
The Process of Understanding Literature. Report Series 2.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 32p.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Reading; Grade 7; Grade 11; Prose; Protocol Analysis; Qualitative Research; Reader Response; *Reader Text Relationship; *Reading Processes; Reading Research; Secondary Education; Text Structure
IDENTIFIERS- Text Factors
A qualitative study examined the ways in which middle school and high school students create meanings when they are reading literary and non-literary texts. Subjects, 18 seventh-grade and 18 eleventh-grade students attending schools in an inner city or a suburban school district and judged by their teachers to be either above, at, or below average for their grade level, produced think-aloud protocols as they read two short stories, two poems, a science text, and a social studies text. The think-aloud protocols were analyzed and a set of patterns of student concerns were identified. Results indicated that the process of reading literary and non-literary texts is one that involves a four broad recursive stances that the reader takes toward the text: (1) being out and stepping into an envisionment; (2) being in and moving through an envisionment; (3) stepping back and rethinking what one knows; and (4) stepping out and objectifying the experience. (Fifty-three references and a selection from one student's think-aloud protocol are attached.) (RS)

ED 315 827 CS 507 072

Williams, Sheryl L.
The Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
PUB DATE- Nov 89
NOTE- 48p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Analysis of Variance; Clerical Workers; Communication Research; Employees; Employer Employee Relationship; *Interviews; *Organizational Communication; *Personnel Evaluation; Questionnaires; Speech Communication; Surveys
IDENTIFIERS- *Communication Rules; Descriptive Research; *Organizational Culture
A study was conducted to answer the following research questions: (1) to what extent is there consensus in the organizational culture on basic rules for an effective performance; (2) to what extent are there variations in rule consensus for an effective performance appraisal interview among groups within the organization; and (3) to what extent do the elicited rules reflect the experiences of the organization? A field descriptive study uncovered the participants' formal and informal rules that guided their behaviors in the context of their organization. Four hypothetical scenarios were constructed using the rules as structural guidelines. Scenarios were designed to elicit naturally occurring reactions on the subsequent set of 16 scalar items and various demographic questions. This two-step procedure facilitated inclusion of the "actors'" meanings into the research materials. Results solidly validated this method of gathering information about a particular organizational culture and the relative rule knowledge of the members in the context of that culture. The clerical employees and their managers agreed on several fundamental rules for the appraisal interview. The most potentially harmful disagreement between the two groups was the difference in the stated purpose of the appraisal session. The clerical employees saw the session as a chance to get performance feedback; the supervisors enlarged the purpose of the session to include mutual goal setting through employee participation. (Two tables of data are included and 23 references are attached. Appendixes list interview protocol, interview scenarios and questions, Survey Scalar Items, Survey Demographic Items, and ANOVA Results.) (MG)

ED 315 871 EA 021 595

Cline, H. D.; Richardson, M. D.
The Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
PUB DATE- Aug 88
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Kalamazoo, MI, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Internship Programs; *Principals; *School Effectiveness
IDENTIFIERS- *Kentucky

In response to the growing need for highly competent school administrators, Kentucky has mandated an administrator preparation program to reflect recommendations specified by the University Council for Educational Administration and reforms advocated by other national organizations. Designed to provide prospective principals with an appropriate knowledge base, the Kentucky Assembly's set of 1988 guidelines requires 3 years' teaching experience, a master's degree, and a minimum of 18 semester hours of coursework in 8 major areas. Candidates are required to complete an internship or employment as a practicing principal. After completing a certification program at the university, a candidate is issued a permit for the internship. During the internship, the candidate is monitored by the local school district and the university and given temporary certification for 1 year to complete the internship. Unsuccessful candidates are given another chance, if school districts are willing to hire them as principals. Successful completion entitles the candidate to certification for an additional 4 years. During this time, supplemental coursework must be completed. The primary focus of the internship program involves the opportunity for supervised practice and the framework for demonstration of competence. The program provides prospective principals with employment opportunities, allows closer coordination between school districts and universities, and establishes a network benefiting all parties. (Four references) (MLH)

ED 315 524 CE 053 763

Nightingale, Demetra Smith
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
Urban Inst., Washington, D.C.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 35p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; *Compulsory Education; *Disadvantaged; Education Work Relationship; Eligibility; Federal Aid; Financial Support; Labor Force Development; Politics of Education; *Poverty; Role of Education; *School Attendance Legislation; State Aid; Welfare Agencies; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Family Support Act 1988
The three sections of this document provide: (1) an overview of welfare work requirement policies from 1935 to 1988; (2) a discussion of the education-related provisions included in the Family Support Act of 1988; and (3) a summary of the likely effects of the increasing emphasis on education for welfare recipients. In the first section, the historical context for the work requirements is described, a detailed description of the work-welfare policy in the early 1980s is provided, and the employment and training program experience is explained. The second section contains a description of assessment activities and compulsory education requirements and a report on the increased emphasis on education that is apparent among various state programs. The third section highlights provisions of the Family Support Act of 1988 that might affect education and discusses the population which is subject to mandatory work related requirements under the Act as well as education requirements and participation standards. A brief summary concludes the document. Footnotes refer to 16 publications. (CML)

ED 315 589 CE 054 064

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
PUB DATE- 89
NOTE- 100p.
AVAILABLE FROM- Publication Sales, Div. of Vocational Technical Education, Oregon Dept. of Education, 700 Pringle Pkwy., SE, Salem, OR 97310-0290 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business; *Competency Based Education; *Educational Objectives; Entrepreneurship; *International Trade; *International Trade Vocabulary; Monetary Systems; *Occupational Information; Postsecondary Education; Secondary Education; Vocational Education

This document is intended to help instructors and administrators develop secondary and postsecondary instructional programs on international trade that are based on competencies identified as those needed in international business by companies in Alaska, Oregon, and Washington. The first section introduces competency-based curriculum and includes a discussion of student performance assessment; curriculum delivery systems; the role of the instructor in curriculum planning, implementation, and evaluation; and the benefits of competency-based curriculum. The second section contains a chart that shows the scope of the competencies, including those for appropriate background preparation, for a core curriculum in international trade, and for specialized or advanced courses in the areas of trade documentation, entrepreneurship, and advanced international trade. The third section contains course descriptions intended to provide a conceptual framework for the design and implementation of a program in international trade. Section 4 contains the competencies and tasks associated with each of the following areas: state and regional profiles, world profile, import and export basics, international trade, international marketing and transportation, international finance, laws and regulations, communications, entrepreneurship, trade documentation, and employability skills. Section 5 provides a list of competencies by course offering. Section 6 contains a sample skills card, which is an example of an instrument for evaluating student performance. Section 7 consists of a comprehensive list of resources organized by media type and providing addresses and phone numbers of each source. (CML)

ED 315 630 CE 054 194

Apolloni, Tony; And Others
Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
SPONS. AGENCY- California State Dept. of Education. Div. of Career-Vocational Education.
PUB DATE- Jan 90
NOTE- 386p.; For related documents, see CE 054 192-193.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Education; Career Planning; *Disabilities; *Disadvantaged; *Educational Resources; Education Work Relationship; Instructional Materials; *Limited English Speaking; Secondary Education; *Special Needs Students; Vocational Education
IDENTIFIERS- California
This resource manual is designed to assist educators to serve handicapped, disadvantaged, and limited-English-proficient students in secondary career-vocational education programs. It provides information in a concise format regarding materials, services, and equipment that are available at low or no cost to school personnel. Emphasis is on key elements such as transition from school to work, employability skills, infusion of academic core competencies, career awareness, and job-specific skills training. The first nine sections of the manual list materials on administration and accountability; assessment/career planning and counseling; community services and business; curriculum adaptations and instructional modifications; equal education; employability skills and job development; professional development news and networks; facility access; and child care for teenage parents. The format of the first nine sections includes title of resources, area of special needs, program areas, description, and availability from the Vocational and Occupational Information Center for Educators (VOICE) of the California Department of Education. The final section is an alphabetical index of resources by subject and title. (KC)

ED 315 644 CE 054 228

Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
American Association for Vocational Instructional Materials, Athens, Ga.; Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-268-6
PUB DATE- 90
NOTE- 77p.; For a related module, see ED 302 689.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Cooperation; *Community Surveys; *Competency Based Teacher Education; Educational Objectives; *Occupational Information; *Program Development; Program Evaluation; Vocational Education; *Vocational Education Teachers

One of a series of 127 performance-based teacher education modules, this document teaches how to conduct a community survey. The modules are based on competencies identified and verified through research as being important to successful vocational teaching at the secondary and postsecondary levels. In addition, they have been found useful in the preparation of other occupational trainers. The document consists of the following elements: (1) a foreword that describes the development of the modules; (2) an introduction; (3) a section that explains the module's contents; (4) the five learning experiences; (5) the terminal (sixth) experience, which requires students to prepare for a community survey while working in an actual teaching situation and includes a form on which their competence can be documented; (6) a page that explains how to use the module series; and (7) a list of all modules in the series. In order to achieve the objectives in the learning experiences, students must develop a plan to obtain administrative approval for conducting a community survey, develop a plan to organize a steering committee to assist with a hypothetical survey, identify the geographical area in which to conduct a hypothetical survey, write letters to hypothetical people in local and state agencies and critique the performance of a teacher in a case study, and develop a complete plan for conducting a community survey using the background information given. All learning experiences include information sheets, case situations, and feedback in the form of model responses or checklists. Some experiences include samples and additional student activities such as letter-writing and budget-preparation. (CML)

ED 315 684 CG 022 263

Gerler, Edwin R., Jr., Ed.; Ciechalski, Joseph C., Ed; Parker, Larry D

Elementary School Counseling in a Changing World.

American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN 1-56109-000-X

PUB DATE- 90

NOTE- 414p.; For individual chapters, see CG 022 264-273.

CONTRACT- RI88062011

AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($26.95 each).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Behavior; Change; Child Abuse; Child Neglect; *Counseling Techniques; *Counselor Role; Cultural Differences; Drug Abuse; Elementary Education; *Elementary Schools; Employment; Exceptional Persons; Family Life; Human Relations; Learning Strategies; *School Counseling; *School Counselors; Technology

This book of readings was developed to increase the reader's awareness of the cultural and social issues which face children and their counselors. It draws attention to environmental factors which impinge on both teaching and counseling techniques, and encourages counselors to re-examine their roles and interventions for the 1990s. The readings show counselors in elementary schools how to help children grow and develop in a changing world. Each chapter of the book contains articles that have been published in counseling journals during the 1980s. Each chapter begins with an introduction by the editors and concludes with a set of issues designed to stimulate thinking about the current state of elementary school counseling. Individual chapters focus on: (1) cultural diversity; (2) changing families; (3) drug abuse; (4) child abuse and neglect; (5) exceptional children; (6) technology; (7) the changing world of work; (8) learning in a changing world; (9) children's behavior in a changing world; and (10) human relations. (NB)

ED 315 727 CS 009 930

McCoy, Linda Jones
Suggested Steps in Language Experience Approach Instruction.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; Elementary Education; Language Arts; *Language Experience Approach; Learning Activities; Lesson Plans; *Preservice Teacher Education; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Readiness; Student Developed Materials

Undergraduate education students can often discuss the language experience approach intelligently, listing advantages and disadvantages with ease, but express bewilderment when it comes time in a reading practicum class to actually use the approach with a child. A teaching guide can serve as an aid to those students who have previously studied the approach. In a practicum setting where limited time and space are available, the story dictation and story writing portion of a total language experience program receives emphasis. Since the approach differs somewhat depending on whether the child is at readiness level, is a beginning reader, or is reading at second or third grade level, method sheets can be used for each category. In kindergarten or first grade, the language experience approach can be used alone or along with a basal readiness program. Once the teacher has made a decision on grouping the students, he or she may choose from one of three alternative instructional methods. Language experience procedures for the beginning reader include story writing and story dictation activities in a variety of settings using a variety of stimuli. The child who is already reading can follow the same basic procedures outlined for the beginning reader but does not need as much direct instruction. Emphasis should be on comprehension, vocabulary building, on expanding writing skills, and on editing the completed story in preparation for publication. (RS)

ED 315 770 CS 212 203

Bridges, Phyllis
Katherine Anne Porter on Her Contemporaries.
PUB DATE- Jun 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authors; Biographies; Feminism; *Literary Criticism; Literary History; Role Perception; Self Expression; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- Feminist Criticism; *Porter (Katherine Anne)
Personal experiences with and critical judgments of leading artists and intellectuals of the twentieth century are recorded in Katherine Anne Porter's essays, letters and conversations which provide snapshots of her attitudes and encounters. Porter's commentaries about such contemporaries as Ernest Hemingway, William Faulkner, Saul Bellow, Flannery O'Connor, Virginia Woolf, D. H. Lawrence, Eudora Welty, Norman Mailer, and Betty Friedan communicate her own values, biases, perspectives; and sometimes betray her own egotism, insecurity, or even duplicity. Especially noteworthy are the anti-feminist sentiments expressed by Porter which seem inconsistent with her actions and struggles during a long, arduous literary career. Her public rejection of the movement to assure women's rights seems a contradiction for a woman whose experiences had surely taught her the realities of inequities. Still, these attitudes reflect another of the enigmas of Katherine Anne Porter, a woman who on the personal level aided the careers of other women, a woman whose fierce independence carried her through the rugged ups and downs of eighty years of this century, and an artist whose works show the roles of women to be meaningful, even heroic. (KEH)

ED 315 784 CS 212 224

Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Oct 89
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; Grade 10; *Group Discussion; Reading Writing Relationship; United States Literature; *Writing (Composition); Writing Attitudes; Writing Improvement; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- California Achievement Tests; Collaborative Inquiry; *Collaborative Learning; *Collaborative Writing; Writing Development; Writing Groups

A study was conducted to evaluate the final outcome of the Section 98 writing project, a 3-year collaboration between the School District of the City of Saginaw and the University of Michigan, and to successfully employ the gap reduction design with the pre- to post-test results stemming from the writing project. Students in six sections of 10th-grade American literature, inquiry and expression, were chosen as subjects to field test the writing curriculum during year 3 of the project. The treatment represented writing techniques found successful from study and piloting over the first 2 years of the project. The treatment had two different levels of intensity: a single teacher level (97 students) and a team teacher level (50 students). The 1985 national norming group from the California Achievement Test (CAT) served as the comparison group. Overall, it was found that the writing project produced notable achievement gains in excess of the national norming group in the areas of total reading, language mechanics, language expression, total language, and spelling. Results indicated that the single teacher situation was as good as, and in a couple instances even better than, the team teacher condition. (Three figures and four tables of data are included. Appendixes include components of field testing, graphs of the relative growth indexes, calculations of the relative growth indexes, and comparisons of the number tested for the comparison and experimental groups.) (MG)

ED 315 799 CS 506 910

Goulden, Nancy Rost
Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
PUB DATE- Nov 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Comparative Analysis; Higher Education; *Holistic Evaluation; *Rating Scales; Secondary Education; Speech Communication; Test Reliability; *Test Theory; Test Validity; Verbal Communication
IDENTIFIERS- *Analytical Scoring
Since speech communication evaluators are beginning to adapt the analytic and holistic instruments and methods used for rating written products to oral products and performance, this research review investigated: (1) what the labels "analytic" and "holistic" mean; (2) the theoretical bases of the two scoring approaches; and (3) the rather limited experimental studies both in written and oral discourse which compare the two methods of using rating scales. The paper's six sections are as follows: (1) Understanding the Terms; (2) Use of Terms in Writing and Speaking Literature; (3) Theoretical Bases for Holistic and Analytical Scoring; (4) Holistic and Analytic Scoring and Purpose of Evaluation; (5) Reliability and Validity of Holistic and Analytic Scoring; and (6) Empirical Studies of Reliability and Validity of Two Methods. Sixty-one references are attached. (SR)

ED 315 857 EA 021 562

Thomas, Terry, Ed.; And Others
106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
Oakland County Schools, Pontiac, Mich.
PUB DATE- Apr 85
NOTE- 98p.
AVAILABLE FROM- Publications, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; *Attendance; *Dropout Prevention; *Dropout Programs; *Dropouts; Foreign Countries; High School Equivalency Programs; High Schools; Out of School Youth; Suspension; Truancy; *Withdrawal (Education)
IDENTIFIERS- *Oakland Schools MI
This resource handbook was developed to provide constituent school district personnel with a variety of strategies for improving student attendance and for reducing the dropout rate. A significant number of studies completed during the last 5 years have identified attendance as the critical issue confronting school administrators. Further, recent statistical data emanating from the U.S. Department of Education, state departments of education, and local education agencies indicate that the number of pupils who are withdrawing prior to completing high school is also a critical issue. Chapter 1 of this handbook provides information about 106 programs/ideas that are being implemented throughout the United States and Canada and are having a positive effect on improving attendance or on reducing the dropout rate. The appendix contains the 1981-82 average daily attendance rates for 47 states; dropout statistics by race/ethnicity, socioeconomic status, community type, geographic area, and high school programs; a program information form; and a sample program information form. (KM)

ED 315 511 CE 053 568

Hoachlander, E. Gareth
Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 46p.; For a related document, see CE 053 774.
GRANT- V051A80004-88A
AVAILABLE FROM- Materials Distribution Service, NCRVE, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-020: $3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competency Based Education; *Educational Finance; *Educational Improvement; *Educational Policy; Educational Trends; Employment Programs; Futures (of Society); *Job Training; Postsecondary Education; Public Policy; *Vocational Education

Performance-based policy in postsecondary vocational education and employment training programs has two major goals. First, it seeks to increase the basic and job-specific skills needed by program participants to perform effectively in occupations related to training. Second, it aims to stimulate debate over what the appropriate outcomes for vocational education and employment training programs are, while freeing program providers to determine how such aims can best be achieved. For performance-based policy to be effective, it must meet four requirements: (1) it must be possible to define desired outcomes clearly; (2) it must be possible to measure these outcomes accurately and efficiently; (3) measures of performance must affect levels of funding; and (4) useful information on outcomes must be available for consumers and policymakers. Research has demonstrated that it is possible to meet these four requirements. Policy implications for crafting a performance-based approach to vocational education and employment training policy include the following: (1) it is important to restate the primary goal of adopting a performance-based orientation; (2) state policy should require the adoption of multiple definitions of performance; and (3) in linking funding to performance, the state needs to consider carefully the differences between employment training and vocational education programs, with performance contracting more appropriate for employment training. (KC)

ED 315 615 CE 054 163

Torbert, Brison
Age Learning Factors Affecting Pilot Education.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Adult Development; *Aging (Individuals); *Aircraft Pilots; Air Transportation; Classroom Environment; Educational Gerontology; *Flight Training; *Hearing Impairments; *Physical Mobility; *Visual Impairments
This document, intended for pilot education and flight safety specialists, consists chiefly of a review of the literature on physiological factors that affect pilot education and an examination of environmental factors that should be scrutinized in order to improve the effectiveness of aviation learning facilities. The physiological factors addressed in the literature review are vision, hearing, and body mobility. The section on environmental factors includes an Environmental Factors Checklist and advice on its use. Included in that advice are a table of findings gathered when the checklist was used in the author's workplace, conclusions formulated from the findings, and sample recommendations. A summary, a 13-item bibliography, and information about the author conclude the document. (CML)

ED 315 697 CG 022 276

Sangster, Sandra
CHOICES: The Perspective of Participating Students and Staff. Year II.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Aug 86
NOTE- 66p.; For first year evaluation report, see ED 277 714.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Exploration; *Career Guidance; Computer Assisted Instruction; *Counselor Attitudes; Foreign Countries; *High School Students; Occupational Information; Participant Satisfaction; *Program Effectiveness; Secondary Education
IDENTIFIERS- Canada; *CHOICES (Program); Ontario (North York)
CHOICES (Computer Heuristic Occupational Information and Career Exploration Systems), was implemented in eight secondary schools in the fall of 1984. Two additional secondary schools acquired the CHOICES program in the fall of 1985, subsequent to the reporting of the results of the first evaluation, in February 1985. This study evaluated the perceptions of counselors and teachers regarding the effectiveness of the CHOICES program and the effectiveness of the career counseling process involving CHOICES in achieving objectives of increasing career awareness and self-awareness, developing decision-making skills, and developing motivation. Interviews were conducted with guidance counselors in 10 schools and counselors provided statistics for the use of CHOICES in the 1985-1986 academic year. Students (N=65) evaluated the usage, implementation, advantages, and disadvantages of CHOICES. The results of the evaluation suggest that CHOICES has achieved wide-spread use, with about 588 students participating in the full CHOICES career counseling process. Students using CHOICES showed greater career maturity than students not participating in CHOICES. Most of the feedback from guidance counselors and students was positive, with a considerable number of advantages identified. Although guidance counselors listed a number of disadvantages of the CHOICES program, the majority of guidance staff indicated that the benefits of the program outweighed the disadvantages. (ABL)

ED 315 842 EA 021 494

Wilson, Joan B.
Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
PUB DATE- Aug 89
NOTE- 44p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Decentralization; *Educational Change; *Educational Development; Educational Improvement; Elementary Secondary Education; Excellence in Education; Foreign Countries; Teacher Role; Vocational Education
IDENTIFIERS- *Educational Restructuring; *USSR
Examined is the progress of four major goals of school reform in the Soviet Union as an integral part of Soviet leader Mikhail S. Gorbachev's call for a monumental restructuring (perestroika) of society. With the adoption of Fundamental Directions of General Education and Vocational School Reform (1984), four important goals were set in motion; (1) the entrance of six year olds into the primary school to begin the educational process at a more formative point; (2) the incorporation of a universal vocational educational core in the general education program to prepare students for their prescribed roles in the world of work; (3) the strengthening of the role of the teacher in Soviet education and society to improve the effectiveness of instruction and guidance of youth; and (4) the reorganization and decentralization of school administration to make the delivery system more incisive as well as responsive to needs in a multinational school system. (19 references) (SI)

ED 315 886 EA 021 618

Johnson, Frank H.
Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-032
PUB DATE- 89
NOTE- 14p.; Data Series: DR-CCD-89/90-7.1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Enrollment; Enrollment Projections; Expenditure per Student; Government Publications; High School Graduates; National Surveys; *Public Schools; School District Spending; School Funds; *School Statistics; School Surveys; Secondary School Teachers; Tables (Data); Teacher Student Ratio
The estimates in this publication are key statistics reported early in the school year and include the number of students in membership, teachers, and high school graduates and the total revenues and expenditures for the operation of public elementary and secondary schools. These estimates are either preliminary actual counts for individual states, estimates derived by the states for the National Center for Education Statistics (NCES), or imputed values developed by NCES using a combination of state-specific and national data. Early estimates for private schools are included in this report. The highlights of the report include the following estimates for the 1989-90 school year: (1) total student membership in all the Nation's Schools (public and private) is estimated to be 46 million students; (2) 2.7 million students will graduate from high school (3) there are 2.4 public school teachers and (4) the cost of public education is $4,448 per student. (AA)

ED 315 537 CE 053 784

Millsap, Mary Ann; And Others
State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 31 Jan 89
NOTE- 313p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0106
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; Case Studies; *Categorical Aid; Disabilities; Disadvantaged; Educational Equity (Finance); *Educational Finance; *Federal Legislation; Government Role; *Government School Relationship; State Federal Aid; *State School District Relationship; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This document contains the results of qualitative case studies conducted on state and local implementation of the Carl D. Perkins Vocational Education Act of 1984. The case studies were conducted in three communities in each of nine states. The first of the report's six chapters gives an overview of vocational education and the role of the federal government. The purposes of the study are also described in this chapter. Chapter 2 gives a more detailed description of vocational education, focusing on the role of the state and of local urban, rural, and suburban communities. Chapter 3 describes state initiatives, access of institutions to Perkins funds, funds for special populations and program improvement, state action on specialized provisions, intergovernmental relations, and the influence of state policy on local practice. Chapter 4 addresses the funding of vocational education for special populations in both secondary and postsecondary education. Among the topics covered is factors that affect access of special populations to institutions offering vocational education. Chapter 5 describes program improvement and change in vocational education. Chapter 6 offers conclusions and implications regarding the legislation and special populations, program improvement, special Perkins issues, and the state role in the administration of the Perkins Act. An appendix contains methodological information regarding the study, including information on sampling, respondents, data collection, and data analysis procedures. (CML)

ED 315 549 CE 053 797

Grubb, W. Norton; Stern, David
Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 69p.; Occasional faint type. For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-796.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Finance; Educational Policy; Federal Legislation; *Federal State Relationship; Government Role; *Government School Relationship; Incentive Grants; Postsecondary Education; Public Policy; *State Federal Aid; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984
This document examines the options for federal financing of postsecondary vocational education. The first section describes the federal funds that now support public vocational education, emphasizing funds distributed to institutions through the Carl D. Perkins Vocational Education Act and funds distributed to students via financial aid. The second section raises the question of what federal policy ought to accomplish, given the fact that federal funding is now and probably will continue to be a very small fraction of total support for public vocational education. The third section considers a series of potential federal goals for public vocational education and then analyzes the pros and cons of different ways of achieving them. The fourth section outlines several different ways in which the division of funds between the secondary and postsecondary levels can be determined. The fifth section presents several models of what federal programs are and can be and suggests federal approaches that are different from those embodied in the Perkins Act. (CML)

ED 315 563 CE 054 015

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
Prince George's County Board of Education, Upper Marlboro, Md.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Dec 89
NOTE- 114p.; Students' handwritten comments will not reproduce well; also news item, page 81.
GRANT- V198A80

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Employer Attitudes; *English (Second Language); High School Equivalency Programs; Labor Force Development; *Literacy Education; Nonschool Educational Programs; *Program Development; Program Effectiveness; *Program Implementation; Second Language Instruction; Student Attitudes
IDENTIFIERS- *Maryland (Prince Georges County); *Workplace Literacy

Since September 1988, the Prince George's County (Maryland) Board of Education and the area's Private Industry Council have worked together to provide literacy-enhancing classes at worksites for persons in the county whose jobs represent 15 different employers. These employers have recognized the problems of workers with poor literacy and deficient basic skills, and they have chosen to attack the problem by providing educational opportunities at their worksites. Almost 400 employees participated in various types of adult basic education (ABE) classes supported with federal funds. Of these, about 54 percent were taking high school equivalency programs, 23 percent were in ABE classes, 18 percent were in English-as-a-Second Language (ESL) classes, and about 6 percent were studying for their General Educational Development (GED) diploma. Teachers used any materials they found appropriate, and also developed materials specific to some worksites. The classes initially ran for 40 hours. The project facilitator and counselors regularly visited classes to make students aware of help available. After 40 hours, some classes stopped because they had attained their goals, while others continued enthusiastically and also added new students. (Descriptions of the individual classes held at the various worksites and handwritten comments from students are included in this report.) (KC)

ED 315 602 CE 054 139

Wu, Robert T. Y.

An Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.

PUB DATE- 2 Dec 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Curriculum Development; Foreign Countries; *Industrial Education; Outcomes of Education; Postsecondary Education; *Program Attitudes; Program Implementation; *Program Improvement; Student Attitudes; Teacher Attitudes; Teacher Characteristics; *Technical Education; *Vocational Schools
IDENTIFIERS- *Taiwan

An evaluation was made of the third phase of a curriculum development program conducted in Taiwan, Republic of China. This phase of the program, scheduled to run from 1986 to 1990, emphasized the implementation of a new cluster-based vocational curriculum and focused on teacher inservice programs, purchase of laboratory equipment, and improvement of instructional materials and methods. Three questionnaires were developed and mailed to 1,859 school administrators, teachers, and mechanical major students at 12 schools. A total of 271 professional teachers, 118 administrators and 1,470 students returned usable questionnaires for an overall return rate of 8790. Analysis of the data found that after the new mechanical curriculum was implemented, most teachers and administrators rated such influential factors as facilities and equipment, teachers' effectiveness, curriculum implementation, and students' academic achievement lower than or not different from what they were before the implementation of the new curriculum. Teachers and administrators in schools offering both agricultural and industrial programs were less in favor of the mechanical curriculum than teachers in schools offering industrial programs and those in schools offering both business and industrial programs. Students ranked technical knowledge, skills, and computer applications as priorities in the curriculum, and curriculum implementation had the greatest effect on the learning effects of students. Recommendations for further communication about the theory of the curriculum and more implementation efforts conclude the document. (KC)

ED 315 657 CE 054 303

Brzozowski, Dick; Admire, Myron
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- May 89
NOTE- 295p.; For a related document, see CE 054 304.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 10-7141-I: $21.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agricultural Safety; Competency Based Education; *Construction (Process); Educational Objectives; Metal Working; Occupational Information; Secondary Education; *Skilled Occupations; *Welding
IDENTIFIERS- *Agricultural Construction
This guide contains instructor's materials for teaching a secondary agricultural construction course consisting of instructional units on arc welding (8 lessons) and project construction (14 lessons). The materials for each unit include student objectives, a list of competencies from which the objectives were derived, suggestions for motivating students to study the unit, lists of references for the student and teacher, a competency profile on which student performance can be recorded, and the lessons. The lessons typically include study questions; student handouts, including job sheets and work sheets; questions to be used to evaluate student performance; teaching procedures, including some content material; and answers to evaluation questions. The appendices contain a checklist for accidents, a sample student accident report form, and software programs on trailer axle placement that can be used an IBM, Radio Shack, and Apple computers. (CML)

ED 315 742 CS 009 950

Kelly, Patricia R.; Farnan, Nancy
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Cognitive Processes; Comparative Analysis; *Critical Reading; Grade 4; Intermediate Grades; *Reader Response; *Reading Instruction; Reading Research; Student Writing Models; *Thinking Skills

A study examined whether the higher-order thinking patterns elicited by a reader response approach would carry over and become part of students' ways of thinking about literature, even in the absence of reader response prompts. Subjects were fourth-grade students (48 in all) in two intact, heterogeneously grouped classrooms in the same elementary school in a medium-sized, middle-class, southwestern community. Both teachers carried out the same reading curriculum: a basal reading program; a literature strand using whole-class sets of tradebooks; a schoolwide storytelling program; and independent reading of self-selected books. As a pretest and posttest, students wrote for 5 minutes to the nonreader response prompt, "Tell me about your book." Over a 12-week period, one teacher proceeded with the regular reading program. The other teacher used reader response prompts in classroom activities approximately twice a week as students read, talked, and wrote about what they had read. Pretest results showed that control and experimental groups evidenced similar concrete, literal thought patterns (using categories developed by Arthur Applebee and based on Piagetian categories of cognitive development). Posttest results showed significant differences between the two groups: while the control group remained fairly consistent with earlier results, the experimental group showed significantly more evidence of higher-order thinking (specifically, Applebee's Category 3--analysis). (SR)

ED 315 756 CS 212 137

Knoblauch, C. H.; Brannon, Lil
Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 16p.; For the six teacher research reports, see CS 212 138-143.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($3.00).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Educational Research; *High Schools; Literature; Narration; *Research Methodology; Teacher Behavior; Teaching Methods
IDENTIFIERS- New York (Albany); *Teacher Researchers
This report introduces a yearlong teacher research project, planned and implemented by a group of high school English teachers from districts in and around Albany, New York, which resulted in six reports that serve as "portraits" of high school literature classrooms. The question directing the research was: how do the "best" high school English teachers introduce, undertake, and guide the study of literature in their classrooms? The question of the seeming "subjectivity" of teacher inquiry is addressed, and it is argued that while there are real differences of philosophy and method between teacher research and empirical educational inquiry, it is erroneous to suggest that only one of the two can claim reliability. The following features of teacher research are examined in detail: (1) teacher research presumes that its knowledge is "interpretive" rather than "objective" or "subjective"; (2) teacher research is phenomenological in its aim, not abstractive or generalizing; (3) teacher research views the cultural reality of the classroom from a vantage point within it instead of outside it; and (4) teacher research depends on narrative as its means of articulating what it has come to understand. Based on the results of the six research projects, the report describes some common themes that recurred in the teacher research narratives and suggests their implications. (RS)

ED 315 814 CS 507 046

Clark, J. S. Candy
The Exercise of Argument in Debate: Constructing Decision Parameters.
PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; *Debate; *Models; *Persuasive Discourse; Public Policy
IDENTIFIERS- Cross Examination Debate Association; Debate Theory; National CEDA Tournament; Policy Negotiation Simulation; Value Debates
A study suggests a new approach for evaluating debate techniques. Previously used paradigms all have some disadvantages. Application of the policy-making paradigm, which involves isolating a problem, having one side propose a solution, then having the opponent point out the solution's disadvantages, is difficult because the paradigm does not require a participant to offer a specific plan. The hypothesis-testing paradigm is problematical in that attempting to superimpose scientific method upon academic debate is difficult and may result in a superficial discussion of issues. The tabula rasa paradigm is unworkable because it requires critics to put aside biases and to be guided by the directions of inexperienced debaters. A new paradigm based on the skills exhibited by participants would allow the critic to render a decision and assist in the educational development of each student. Debaters could choose arguments while demonstrating understanding of relevant theories and debate techniques. This could improve the level of argument. (SG)

ED 315 828 CS 507 074

Manusov, Valerie
The Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
PUB DATE- Nov 89

NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Analysis of Variance; Communication Research; Emotional Response; Higher Education; Inferences; Intention; *Interpersonal Communication; Interviews; *Nonverbal Communication; Perception; *Social Cognition
IDENTIFIERS- Communication Behavior; *Message Perception; Message Responses

A study examined whether a perceiver would distinguish between nonverbal messages sent with greater or lesser intent and the extent to which this correlated with the messages' general affect. Sixty-two students were recruited from communication courses at a large southwestern university to participate in a "conversation study." None had taken a course in nonverbal communication. Each student participated in a two-person interview in which a confederate, whom students thought was merely another participant, was instructed to manipulate both the intent and the valence of his or her nonverbal messages. Results indicated that participants saw most negative messages as intentionally sent while positive messages were seen as more unintentional. Positive behaviors were also viewed as directed toward the perceiver and resulted in more socially favorable evaluations of the message sender. Likewise, intent did not affect the readability of nonverbal messages, and perceivers were able to distinguish equally between positive and negative messages that were encoded with greater or lesser intent. Individuals sending positive messages, however, were interpreted as being more competent and evaluated more favorably than those sending negative messages. Intent had no significant impact on social perceptions. (Forty references are attached.) (Author/KEH)

ED 315 713 CG 022 296

Thompson, Bruce; Borrello, Gloria M.
Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Book Reviews; *Counseling; *Interpersonal Attraction; *Interpersonal Relationship; *Love; Scientific Methodology; *Sexuality

The fact that love is so fundamental to the human experience and can affect clients in so many ways suggests that counselors may frequently encounter clients seeking assistance with problems involving love, and that counselors may consequently be interested in scientific inquiry regarding the nature and experience of love. This paper reviews two distinct scenarios of inquiry (deductive and inductive) regarding the nature of love. Findings of the two scenarios are summarized, and references include citations for the related studies. Selected seminal readings of potential interest to counselors are also identified and briefly annotated. (Author/TE)

ED 315 576 CE 054 044

Dorn, Jenna

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.

Department of Labor, Washington, D.C.
PUB DATE- 2 Dec 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Economically Disadvantaged; Educational Administration; *Educational Change; *Educational Finance; *Educational Policy; *Employment Potential; *Labor Force Development; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

A number of factors have led to the crisis of work force unpreparedness that the United States now faces, including revolutionary changes that mean businesses now succeed on the qualities of their human rather than material resources. Jobs are demanding better reading, writing, and reasoning skills, and mental agility has replaced manual dexterity as a required skill. Yet 70 percent of all high school seniors cannot write a basic letter seeking employment. The work force is growing at the slowest rate in 40 years, and as a result an increasing number of businesses are facing a shortage of skilled workers. These problems and challenges are so big that no single agency, no single individual, no single group can solve them on its own. The proposed amendments to refocus the Job Training Partnership Act (JTPA) would redirect funds to the least skilled and most economically disadvantaged citizens, those facing such barriers to employment as basic skills deficiencies, homelessness, teenage parenting, or a poor school record. Each trainee would be assessed for needs, and goals would be set that focus on achievement and growth rather than on filling job slots. The JTPA program could provide job-seeking and job-readiness skills. Vocational programs could provide youth with the technical occupational skills that lead to a whole career field, not just a job. The result would be an integrated, comprehensive system that would turn young lives around and provide employers with a skilled work force. (CML)

ED 315 590 CE 054 065

New Directions for a New Decade. A Report to the Cooperative Extension System.
Extension Service (DOA), Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
PUB DATE- Nov 89
NOTE- 17p.; Document contains colored type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Agricultural Production; At Risk Persons; Climate; *Cooperative Programs; *Extension Agents; Extension Education; Federal Programs; Health Promotion; Nutrition; Research Needs; Research Projects; Rural Extension; Waste Disposal; Water Quality
IDENTIFIERS- *Strategic Planning

This document, the first joint annual report issued by the Extension Service, U.S. Department of Agriculture (ES-USDA), and the Extension Committee on Organization and Policy (ECOP), summarizes the decisions made by the two organizations in November, 1989, and includes descriptive highlights of the process implemented by the cooperative extension system to arrive at these decisions. Following a short introduction, the first section describes the following projects: (1) national initiatives identified for continuation or refocus, including projects on water quality; revitalizing rural America; youth at risk; improving nutrition, diet, and health; and competitiveness of U.S. agriculture; (2) current national initiatives identified for transition to core programs; (3) emerging issues and candidates for national initiative development, including waste management and global climate change projects; (4) systemwide programming beyond national initiatives; and (5) communication planning for the information age. The second section discusses the role of the strategic planning council, the role of scanning, and the roles of ECOP and ES-USDA. The third section announces that the top priority of the Strategic Planning Council will be to develop a conceptual framework that will provide a basis for ECOP and ES-USDA to consider recommendations and make decisions on future program priorities. Appendices 1 and 2 state the cooperative extension system's mission and vision and give the criteria for initiative status; the rest of the appendixes consist of the following lists: 1989 members of ECOP; members of the ES-USDA executive council; members of the 1988-89 Strategic Planning Council; members of the Program Leadership Committee; members of the Personnel and Organizational Development Committee; members of the Budget Committee; and members of the Legislative Committee. (CML)

ED 315 616 CE 054 166

White, Jesse W.
Developing a Competency-Based Test Item Bank.
PUB DATE- Dec 89
NOTE- 7p.; Paper prepared for presentation at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Field Tests; Item Banks; Postsecondary Education; Pretests Posttests; Secondary Education; *Task Analysis; *Test Construction; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Vocational Technical Education Consortium States
The premise of this document is that trade instructors and incumbent workers can work together as a writing team to develop test items for vocational education. The development process used by the Vocational-Technical Education Consortium of States (V-TECS) is described as follows: (1) identify and validate a task list; (2) conduct task analysis; (3) write test items; (4) review and edit test items; and (5) aid in validating items (field test). Procedures are itemized for task analysis and test item writing, and tips are provided for field testing and validity. A list of 13 references is included. (KC)

ED 315 670 CG 022 249

How To Train Older Workers.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13287, single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administration; Change; *Employees; *Employer Employee Relationship; *Job Training; Motivation; *Older Adults; Stereotypes

Because of the aging of the labor force and legislation designed to keep older workers on the job, employers will have to deal with increasing numbers of older workers. For this transition to be as smooth as possible, employers must first overcome age-related stereotypes that have taken hold since the 1930s. Dealing with older workers involves two conflicting philosophies: that of "depreciation," which views the employee as an asset with a decreasingly productive work life, and that of "conservation," which sees a person's value to the organization as developing gradually and, if possible being maintained at a high level to the end of his or her career. Career management can be the first level of defense against three common problems: career burnout, plateauing, and obsolescence. Training needs can be identified by organizational analysis, task analysis, and personal needs analysis. Effective training and development programs can be designed by building long-range plans, reviewing performance appraisals, and surveying traning needs. Programs offered by companies may include scientific and technical training, management development, training for production and administrative employees, informal training approaches, and retirement preparation. Older employees need to be motivated by building their self-confidence. Instructional techniques include preparation of the learner, presentation of material, performance try-out, and follow-up. Challenges include designing effective performance appraisal systems, integrating career management, providing comprehensive training and development, offering tuition assistance, providing training information, offering alternatives to full retirement, and keeping employees posted on workplace expectations. (ABL)

ED 315 728 CS 009 931

Mullis, Ina V. S.; Jenkins, Lynn B.
The Reading Report Card, 1971-88: Trends from the Nation's Report Card.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-095-9; NAEP-19-R-01
PUB DATE- Jan 90
NOTE- 69p.; For Writing Report Card, see CS 212 220. Tables in data appendix contain small print.
GRANT- G008720335
AVAILABLE FROM- National Assessment of Educational Progress (NAEP), Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational Trends; Elementary Secondary Education; *Reading Achievement; *Reading Instruction; Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS- *National Assessment of Educational Progress
Intended to serve as a resource for the many and varied groups concerned with improving students' reading proficiencies, this report from the Nation's Report Card provides a long-term perspective on students' reading skills and strategies based on a series of five national assessments conducted from 1971 to 1988. Each chapter of the report provides a different perspective on trends in students' reading abilities. The first chapter describes changes in the average reading performance of 9-, 13-, and 17-year-olds across the five reading trend assessments conducted by the National Assessment of Educational Progress (NAEP) between 1971 and 1988. The second chapter defines levels of reading proficiency and presents the percentages of students attaining these successive levels in each assessment. The third chapter summarizes trends in students' responses to questions on their reading instruction and experiences and investigates the relationships between these background factors and reading proficiency. Overall, the findings described in the report reveal generally positive but subtle changes in reading performance at the national level since 1971: (1) nine-year-olds assessed in 1988 read significantly better than their counterparts assessed in 1971, but this progress was made in the 1970s; (2) thirteen-year-olds' reading achievement has fluctuated slightly over the years; and (3) seventeen-year-old students assessed in 1988 read significantly better than their counterparts assessed in either 1971 or 1975. A procedural appendix and an appendix of data are attached. (RS)

ED 315 771 CS 212 204

Allen, Julia M.
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
PUB DATE- Jun 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; Discourse Analysis; *Females; *Feminism; *Narration; *Rhetorical Criticism; Self Expression; Short Stories; Social Discrimination; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- Feminist Criticism; Rhetorical Strategies; Women in Literature
Helen Forbes, in her short story "The Hunky Woman," written in 1916 for "The Masses," an eclectic Socialist magazine, undermines particular categorical propositions. By using narration with a shifting of narrative voice, Forbes calls into question the validity of the traditional teaching of argumentation. Forbes demonstrates the danger in women's acceptance of the dominant ideology cast in the form of propositions. She also shows how these propositions, buttressed by money, power (in the form of the police), and the institution of marriage can, in effect, cause themselves to become partially true. Although the main conflict in the story seems to be whether one character, Mrs. Atwood, will accept her husband's oppressive general statements, in fact, the story is itself an argument, and the primary conflict is in the mind of the reader. (REH)

ED 315 785 CS 212 225

Hyslop, Nancy B.
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Higher Education; Instructional Effectiveness; *Student Evaluation; Teacher Role; *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Research; *Writing Teachers
IDENTIFIERS- ERIC Digests
This digest offers an overview of current research in the ERIC database on methods and measurements for evaluating student writing. The digest considers: (1) methods of response to students' written products; and (2) the measurement of quality as represented by effective classroom teaching methods. (SR)

ED 315 800 CS 506 943

Corder, Lloyd E.
Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Effectiveness; Communication Research; *Decision Making; Employer Employee Relationship; *Horizontal Organization; Individual Power; Interpersonal Relationship; *Leadership Responsibility; *Leadership Styles; *Models; Organizational Communication
IDENTIFIERS- Leadership Effectiveness; Management Analysis; Management Styles; *Span of Control
The "Leadership Continuum" model developed in 1961 by R. Tannenbaum, I. Weschler, and F. Massarik clearly illustrates the ideas that management scholars like Frederick Taylor, V. A. Graicunas, James Worthy, Rensis Likert, and Frederick Thayer have posited concerning span of control and organizational structure. Each of these scholars fits at some point on the "leadership continuum" scale. The model (the underlying assumption of which is that leadership is not always centered with the "boss") provides an important contrast between what scholars thought several years ago versus what they think now, and provides insight into how ideas about management have changed. The model successfully portrays how the authority of the manager has moved to a more subordinate-centered authority, delineating how those who hold the knowledge make the actual decisions. This shift can be seen as the first step toward an end to hierarchy. Also, the natural progression of management theory was and is toward more personal leadership, where more employees have a greater impact on organizational decisions and outcomes. (One figure containing the "Leadership Continuum" model, and 16 notes are included.) (KEH)

ED 315 872 EA 021 596

Gersten, Russell; Dimino, Joseph
Reading Instruction for At-Risk Students: Implications of Current Research.
Oregon School Study Council, Eugene.
PUB DATE- Jan 90

NOTE- 33p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; add $2.00 handling charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Reading Achievement; *Reading Difficulties; Reading Programs; Reading Research; Reading Skills; *Reading Strategies; Reading Writing Relationship

Much debate is concerned with providing quality reading instruction to students who experience difficulty. This bulletin explores the various approaches advocated for teaching reading instruction to at-risk students, discusses the research underpinnings of these approaches, and examines the practical implications of the models. Two approaches toward reading instruction for at-risk students are quite divergent. The first approach tends to stress systematic instruction in phonics and word-attack strategies. The second approach, the "whole language" approach, emphasizes unity between reading and all other forms of communication. The whole-language approach is the subject of chapter 1, and the direct-instruction tradition is discussed in chapter 2. Then chapter 3 is devoted to a survey of emerging trends in commprehension instruction, including story grammar, framing, and reciprocal teaching. Finally, the conclusion presents a synthesis of the contributions of the whole-language and direct-instruction traditions. (59 references) (SI)

ED 315 512 CE 053 723

Shown, D. G.
Evaluation of Rehabilitational Services in Nigeria.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; *Disabilities; Foreign Countries; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; Secondary Education; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Nigeria

A comparative study was made in 10 states in Nigeria to find out whether the 53 Vocational Centers established by various agencies meet the real needs of the beneficiaries (especially disabled persons). Questionnaires were distributed to all the 53 centers in the 10 states, all staff attached to the centers, employment agencies that have employed graduates of the centers, and all social welfare officers in charge of organizing rehabilitation services in the states. Of the 5,000 questionnaires sent out, a total of 3,535 were returned. The study showed a lack of a clear-cut objective and evaluation procedures in most centers and noted that only a very small percentage of disabled persons was served. The study also showed that most of the early centers were developed by missionaries. It points to a lack of self-reliance development and poor medical facilities for the beneficiaries. However, the effects of these conditions are less in centers that are small and were established by voluntary organizations. Although some attempts were made to provide training, lack of qualified professional staff to handle some psychological, social, and physical problems of the beneficiaries was identified. Even where a few professionals are available, there is a high turnover of such staff. (KC)

ED 315 525 CE 053 764

Moyelle, Thierry
Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; *Banking; Clerical Occupations; Corporate Education; Employment Patterns; Foreign Countries; Futures (of Society); *Insurance Companies; Job Skills; *Labor Force Development; Labor Market; Labor Needs; *On the Job Training; Postsecondary Education; Productivity; Skill Obsolescence; *Technological Advancement; *Training Methods
IDENTIFIERS- France; Germany; Japan; Sweden; United States
This paper summarizes a comparative study of the impact of market and technological changes on human resources in banks and insurance companies in five countries: France, Germany, Japan, Sweden, and the United States. The research was organized around case studies of changes in 12 firms--9 banks and 3 insurance carriers. The paper discusses the findings by focusing on what they might tell about: (1) the changing nature of employer-based training; (2) the distributional implications of the emergence of core-periphery employment structures within firms for those who may benefit or fail to benefit from employer-based training; and (3) the alleged lack of competitiveness of U.S. firms in world markets. Following the introduction, the paper is divided into four major sections. The first section describes the origins and nature of recent market changes as well as the connection between those changes and technological changes. In the second section, the effect of change on the kind of human resources needed by firms is described, emphasizing the emergence of a new matrix of needed skills. The third section reviews how firms are adjusting to these new needs both by altering the training of their own workers and by reshaping their relationship to the external labor market. The fourth section concludes with a review of current policies and trends that provide lessons for the United States. (KC)

ED 315 631 CE 054 197

McLean, Gary N.
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
SPONS. AGENCY- Academy for Educational Development, Inc., Washington, D.C.; Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- Feb 90
NOTE- 32p.; For related documents, see ED 277 892-895 and ED 313 506-507.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; Institutes (Training Programs); Postsecondary Education; *Public Administration; Public Administration Education; *Teacher Developed Materials
IDENTIFIERS- *Pakistan (Lahore)
This document describes the implementation and evaluation of a 2-week workshop designed to help the faculty of the National Institute of Public Administration (Lahore, Pakistan) develop case studies and accompanying teaching notes for use in their classes. The workshop, which was facilitated by the author, resulted in the development of nine case studies and notes, with three more cases and notes near completion. The document contains an executive summary; description of the scope of work; description of revision of cases developed under similar circumstances the previous year; description of development of the new cases; description of the case facilitation workshop, including its objectives; description of the workshop evaluation; seven recommendations; and eight appendices. The appendices consist of a list of the author's activities in support of the scope of work; agenda for the case study workshop; outline of the case study facilitation workshop; six references; workshop handouts; instrument for formative evaluation of the workshop; formative evaluation results; instrument for summative evaluation of the workshop; and the results of summative evaluation. (CML)

ED 315 645 CE 054 229

Office Workers Stress Survey Results.
North Caroline Communications Workers of America.; North Carolina Occupational Safety and Health Project, Durham.
PUB DATE- Mar 85
NOTE- 23p.; The three-page survey instrument has extremely small type which will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Data Processing Occupations; Health Conditions; Human Factors Engineering; Injuries; Keyboarding (Data Entry); *Labor Conditions; Microcomputers; *Occupational Safety and Health; Online Systems; Safety; *Special Health Problems; Stress Variables; *Telephone Communications Industry; *Video Display Terminals; Word Processing; Work Environment
IDENTIFIERS- North Carolina

A survey of office workers employed by North Carolina telephone companies was conducted to determine the extent and types of health problems experienced by office workers who use video display terminals (VDTs). Data were gathered by questionnaires mailed to 2,478 office workers, with 966 responses. Questions concerning a wide range of health effects and working conditions were asked. Ninety-five percent of the respondents were women, most aged 20-40 years. Some of the results of the survey were as follows: (1) VDT users who use a VDT for more than half of their work day experienced significantly higher rates of health problems than non-VDT users, including increased rates of eyestrain; back, neck, arm, and hand pain; stress-related problems; and chronic health problems--hypertension and angina; (2) poor workstation design factors, including lack of adjustable controls for VDT screen angle, brightness, glare, and chairs providing inadequate back support, were associated with increased rates of health problems for both VDT and non-VDT office workers; (3) these health problems were further aggravated by jobs that involved low job control and/or high job demands; and (4) there was a significant relationship between angina and VDT use. Recommendations were made for improvements in the following areas: VDT and workstation design; workplace design; stress reduction; training; research; and government action. The survey instrument is included. (KC)

ED 315 685 CG 022 264

Pedersen, Paul; And Others
A Culturally Diverse World.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 38p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling Techniques; *Counselor Role; *Cultural Differences; Elementary Education; *Elementary Schools; *School Counseling; *School Counselors; Self Esteem
IDENTIFIERS- *Multicultural Counseling

This first chapter in "Elementary School Counseling in a Changing World" offers elementary school counselors help in understanding cultural bias and provides practical strategies to promote child development in a multicultural society. Four journal articles are included in this chapter. "Ten Frequent Assumptions of Cultural Bias in Counseling" by Paul Pedersen helps elementary school counselors challenge culturally based assumptions about what constitutes normal behavior on the part of individuals, what importance individuals place on independence, and what requirements should be placed on individuals to adapt to institutions. "Fostering the Self-Esteem of African-American Children" by Don Locke gives counselors practical suggestions for implementing multicultural programs with elementary school students and their parents. "Cultural Diversity and the School Environment" by Barbara Shade examines how environmental conditions at school may have negative effects on children from various cultures. "An Annotated Bibliography in Cross-Cultural Counseling for Elementary and Middle School Counselors" by Larry Parker provides elementary school counselors with resources for improving cultural awareness and understanding. The chapter concludes with a set of issues for elementary school counselors to consider about a culturally diverse world. (NB)

ED 315 698 CG 022 278

Carbone, Dominic J.
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Emotional Disturbances; *Helping Relationship; *Nonprofessional Personnel; *Social Support Groups; *Volunteers

Due to the high cost of professional services for the emotionally disturbed it is often the case that community-based aftercare programs for this population rely heavily on the use of volunteers to provide direct supportive functions. This study used a structured interview to attempt to describe the perceptions of volunteers of the informal helping relationship in a community-based aftercare program for the emotionally disturbed. The participants were 18 volunteer informal helpers. The results of the interview were in accordance with expectations, and are almost identical to prescriptions of the helping role found in the social support literature. The majority of the volunteers were in the program from between 4 months to 1 year; there was not, therefore, much difference between the participants based on length of time in the program. All of the volunteers found out about the program through a radio or newspaper ad that appealed to them personally. For the most part the volunteers perceived their role in a way that was consistent with the expectations that society, the service delivery system, and their helpees would hold for them. All of the participants described themselves as having one of the following traits: empathy, warmness, sensitivity, or helpfulness. More elaborate descriptive findings are needed regarding the helping relationship. (Author/ABL)

ED 315 714 CG 022 307

Wandersman, Lois Pall
The Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
PUB DATE- 13 Aug 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; *Counselor Training; Family Problems; *Graduate Students; Higher Education; *Interdisciplinary Approach; *Supervision; Supervisors
The University of South Carolina (USC) Child Abuse and Neglect Interdisciplinary Training Project provides students with the opportunity to gain advanced knowledge and skills for work with maltreated children and families through didactic courses, practica, and community placements. The project involves interdisciplinary collaboration between students and faculty from social work, psychology, nursing, education, criminal justice, public health, law, and medicine. A unique aspect of the USC project has been the development of an assessment clinic for providing comprehensive multidisciplinary evaluations of maltreated children and families. In this project the clinical psychology supervisor is part of the assessment team and assists directly in guiding the multidisciplinary process as needed. The supervisor also meets with the psychology students individually and as a group to provide direct teaching and supervision of psychology training. Students need a strong theoretical background in normal child development before they can understand maltreatment. Issues such as maltreatment require a multidisciplinary approach in university settings. By exposing bright and concerned graduate students early in their professional development to questions about how children cope with maltreatment, what treatment approaches help, what placement alternatives work best, and how to prevent future maltreatment, research and applied programs will be stimulated. (ABL)

ED 315 815 CS 507 050

Hogg, Mary
Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); *Creative Dramatics; Cultural Activities; *Interpersonal Relationship; *Older Adults; Physical Health; Recreational Activities; Self Concept; Self Esteem; *Self Expression
IDENTIFIERS- Age Bias; Program Objectives
Ageism exists and is prevalent in American society, but attitudes are slowly changing and new public policies are affecting the lives of elderly Americans. Awareness of and participation in the arts is one solution to the far-reaching problem of increasing self-esteem and physical health among the elderly. One method of involving older people in artistic activity is to create an arts program in creative dramatics that could be used in the senior citizen setting. The five elements of drama (conflict, characterization, action, sense awareness, and dialogue) can be worked into a program to help the elderly communicate ideas; this, in turn, would enhance their positive self-concept. In all activities involving creative drama, the human development of the players both individually and as a group is the goal, rather than the satisfaction of an audience. The program must include ways for the elderly to learn and demonstrate skills in interpersonal and intrapersonal communication, listening, group communication and problem-solving, observation, and finally, concentration. These goals can be pursued through a variety of techniques: rhythmic/musical activities, sense awareness exercises, pantomimes, improvisations and narratives, and story dramatization. (Specific suggestions for activities are included.) (KEH)

ED 315 843 EA 021 505

Heggins, Martha Jean Adams
Management by Objectives: A Guide for Starting an Independent School.
SPONS. AGENCY- Reid Chapel African Methodist Episcopal Church, Columbia, SC.; V.V. Reid Elementary School, Columbia, SC.
PUB DATE- Mar 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Curriculum Development; Educational Facilities; *Educational Strategies; Elementary Secondary Education; Faculty Recruitment; *Management by Objectives; Private Education; *Private Schools; School Administration; School Personnel
IDENTIFIERS- South Carolina
Because education itself is a business, starting an independent school is much like starting a private business. This guide, designed to provide a sound basis for planning, implementing, and evaluating an independent school, focuses on various objectives, tasks, and other operational concerns that are essential in the initial planning process. Specifically, various strategies, as well as space for a time table and the names of the persons responsible for completing the tasks, are included within this document for the areas of governance, personnel, facilities, recruitment, finance, course of study, evaluation, parents, and accreditation. An assessment of the use of this guide in the development of the V.V. Reid Elementary School, the only independent African-American elementary school in South Carolina, showed that this instrument was a very successful tool. (KM)

ED 315 858 EA 021 563

Thomas, Terry, Ed.; Sykes, Roger, Ed.
187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
Oakland County Schools, Pontiac, Mich.
PUB DATE- Mar 86
NOTE- 164p.; Light, broken type at bottom of most pages.
AVAILABLE FROM- Publications, Dept. of Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; *Attendance; *Dropout Prevention; *Dropout Programs; *Dropouts; Foreign Countries; High School Equivalency Programs; Out of School Youth; Secondary Education; Suspension; Truancy; *Withdrawal (Education)
IDENTIFIERS- *Oakland Schools MI

To furnish constituent school district personnel with a number of alternative educational programs for reducing the dropout rate, this resource handbook was published by the Oakland Schools (Michigan) Department of Pupil Personnel Services. Provided within this second handbook discussing various strategies for improving student attendance and for reducing the dropout rate are 187 programs obtained from school districts locally, statewide, nationally (and from Canada) that appear to be successful. For each of the programs detailed, information on the target audience, a brief description, and the address and phone number for the contact person are given. A program information form is also included in this document. (KM)

ED 315 887 EA 021 623

Greene, Brenda Z.
AIDS Education--More To Be Done?
PUB DATE- Feb 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Board of Education Policy; Community Involvement; Elementary Secondary Education; High School Students; *Information Sources; Information Utilization; Inservice Teacher Education; Program Evaluation; Public Schools; School Districts; Training Methods; Videotape Recordings
According to a June 1989 report by the Council of Chief State School Officers, 41 states have adopted model human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) prevention programs and curricula for use in local school districts. Effective HIV/AIDS education takes a comprehensive approach that includes teacher training, community involvement, program evaluation, and ongoing policy review. Ongoing training assistance usually is the responsibility of a curriculum administrator. School policies and education programs should reflect the change in terminology that applies to HIV/AIDS education. For instance, HIV has replaced AIDS as the term of choice because it covers the full range of illness, from asymptomatic infection with the virus (HIV) to the onset of clinical disease (AIDS). State education departments and the Centers for Disease Control will be conducting surveys of a sample of school districts to measure a comprehensive set of priority health risk behaviors among students, including behaviors that can result in transmission of HIV. (MLF)

ED 315 538 CE 053 785

Barro, Stephen M.
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
Decision Resources Corp., Washington, DC.; SMB Economic Research, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 280p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Categorical Aid; *Educational Finance; *Federal Aid; *Federal Legislation; Government School Relationship; *Resource Allocation; State Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984
This document describes the resource allocation and targeting provisions of the Carl D. Perkins Vocational Act of 1984 and identifies and evaluates some policy options. An introduction outlines the aims and scope of the report. Section 2 describes grants for handicapped and disadvantaged vocational students, addressing the evolution of federal aid for such students, the intended uses and effects of such aid, and the provisions that allocate and target funds. Section 3 explains how the terms "handicapped," "disadvantaged," and "vocational student" are defined in the legislation. Also included are the definition of permitted uses of funds, the implications for resource allocation and targeting, an assessment of the specific matching provisions, and a summary of findings and policy options. Section 4 covers the legislation's supplemental services and excess cost provisions. Section 5 explains the requirement for matching funds. Section 6 takes up the "supplement, not supplant," requirement of the legislation, and includes approaches to making nonsupplanting more effective. Section 7 describes the service mandates and equal access provisions of the legislation. Also included is an explanation of the roles of Congress, the Department of Education, and the Office of Vocational and Adult Education. Section 8 describes the legislation's mechanisms for distributing funds between and within states. Section 9 describes the set of targeting provisions as a whole. Section 10, the longest in the report, contains a detailed analysis of the Perkins grants for program improvement. A 27-item reference list is included. (CML)

ED 315 550 CE 053 809

Philippi, Jorie W.
Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
PUB DATE- Sep 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; *Education Work Relationship; Functional Literacy; Job Training; *Literacy Education; *Task Analysis
IDENTIFIERS- *Workplace Literacy
Analysis of reading applications in everyday life and on the job should be done at the task level because a task is the lowest level of behavior that describes the performance of a meaningful function. The main objectives of such an analysis are to identify the technical aspects of the actions a learner performs in a functional setting and to identify the prerequisite reading skills and knowledge for those actions. The following 11 steps are performed during the analysis: (1) identify critical tasks during an interview with the learner; (2) observe a competent performer of the critical tasks in action, asking questions that produce information on the worker's mental processes; (3) obtain copies of printed materials used to perform the task; (4) review the materials to become oriented to the activities, environment, tools, and equipment for the task; (5) screen the materials for tasks that are problematic for learners; (6) sequence and prioritize the tasks selected for instructional materials development; (7) break down major tasks into steps, substeps, and single behaviors and identify the required reading, writing, and computation processes employed for each; (8) analyze each task behavior to determine what fact or concept students need to know or learn; (9) document the tasks and the reading, writing, and computing processes embedded in each and make instructional objectives of them; (10) categorize the functional tasks by reading, writing, computing processes needed; and (11) retain the printed functional task materials to use with students. (The document contains lists that show applications of reading skills and of writing skills found in the workplace and a sample literacy task analysis format.) (CML)

ED 315 564 CE 054 017

McMillion, Martin B.
Student Owned Enterprises/Entrepreneurship.
PUB DATE- 2 Dec 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Entrepreneurship; *Outcomes of Education; Program Effectiveness; *Rural Areas; Secondary Education; Student Characteristics; Student Projects; *Supervised Occupational Experience (Agriculture); Teacher Attitudes; *Vocational Education

A review of the literature indicates that individual ownership enterprises (projects) have been the dominant type of supervised occupational experience (SOE) program for agricultural students historically and up to the present time. These projects thrive most in small rural communities inhabited by farmers and small business owners. All the correlations of factors associated with good SOE programs point to the small rural area; success is likely if the school is small, the area is rural, the teacher had vocational agriculture as a student, the teacher was farm reared, lives close to the school, often visits students at home, has a good attitude about ownership projects, gives grades on SOE projects, is involved with fairs and shows, and devotes class time to SOE. Supportive parents and informed administrators are also positive factors. The students who come from this rural farm background are most likely to work in an agricultural occupation. Not determined in the research is whether students with strong farm backgrounds take agricultural jobs because of experiences or desires or because they do not want to leave the home area and jobs in their community are predominantly agricultural. It is also not known whether entrepreneurship experiences without a rural community, home farm, and supportive family are still associated with the kinds of benefits found. (31 references.) (KC)

ED 315 603 CE 054 140

Wirt, John G.
Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
PUB DATE- 24 Dec 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; *Educational Finance; Educational Objectives; *Educational Policy; *Federal State Relationship; Outcomes of Education; Postsecondary Education; Secondary Education; Standards; Teacher Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; National Assessment of Vocational Education; *National Board for Professional Teaching Standards
This document, by the director of the National Assessment of Vocational Education, has the following purposes: (1) to explain proposed amendments to the Carl D. Perkins Vocational Education Act; to relate any of the proposed changes to such issues as vocational teacher education, graduate education, and research on vocational education; and to point out any contributions to the proposed new policy that were the result of the National Assessment of Vocational Education; (2) to point out some of the implications of the Carnegie Corporation's National Board for Professional Teaching Standards for vocational teacher education and for research on vocational education; and (3) to discuss the idea of the federal government working with all state governors to set national goals for education. The first section explains the proposed federal legislation's impact on secondary vocational education, pointing out that it dramatically alters the structure of funding at that level. The second section addresses the proposed legislation's changes in postsecondary vocational education funding and draws attention to the fact that these changes represent a first-time recognition by Congress that the problems of postsecondary vocational education are different from those at the secondary level and that they require different solutions. The third and fourth sections discuss respectively the National Board of Professional Teaching Standards and the issue of national goal setting and performance accountability in education. (CML)

ED 315 617 CE 054 167

Dunn, Kathy
Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
PUB DATE- Dec 89
NOTE- 5p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Work Relationship; *Employment Potential; High Schools; *Job Skills; Quality Circles; Rural Education; Rural Schools; Rural Urban Differences; *Rural Youth; *Summer Programs; Supplementary Education; Technical Education; *Technological Advancement; *Vocational Education
Capstone for a Competitive Edge Summer Camp--1989 was a pilot program formed with input by business and industry, rural vocational educators, and the rural advisory council in conjunction with the Arizona Department of Education and the Arizona Center for Vocational Education. The program's primary intent was to meet the needs of rural vocational students in competency areas that could not be met in the rural schools; assist in the development of transitional skills to prepare students for the world of work; increase awareness of high-tech employment opportunities; and promote leadership skills through personal development. A total of 52 students, 21 males and 31 females, primarily Hispanic and Caucasian, attended Capstone. Students were given a problem to solve that would use the latest technologically advanced equipment. Students worked in teams and were assigned to workstations that matched their occupational goal and vocational program (auto technician, desktop publishing, manufacturing, agribusiness management, and concrete farm work). Students participated in group learning activities to promote transitional skills and personal growth. Quality circle training promoted continuous improvement by giving students feedback and linking cognitive and transitional skills. Initial evaluation of the project showed positive change in both the affective and cognitive domains. (KC)

ED 315 658 CE 054 304

Admire, Myron; Maricle, Gary
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 89
NOTE- 362p.; For a related document, see CE 054 303.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 10-7142-I: $19.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Agricultural Safety; Competency Based Education; Construction (Process); Educational Objectives; *Finishing; *Metal Working; Occupational Information; Secondary Education; Shop Curriculum; *Skilled Occupations; *Welding; *Woodworking
IDENTIFIERS- *Agricultural Construction; Cutting Tools

This guide contains instructor's materials for teaching a secondary agricultural construction course consisting of instructional units on oxy-gas and other cutting and welding processes (10 lessons), woodworking (6 lessons), metals (10 lessons), and finishing (4 lessons). The materials for each unit include student objectives, a list of competencies from which the objectives were derived, suggestions for motivating students to study the unit, lists of references for the student and teacher, a competency profile on which student performance can be recorded, and the lessons. The lessons typically contain study questions; student handouts, including job sheets and other work sheets; questions to be used to evaluate student performance; teaching procedures, including some content material; and answers to evaluation questions. (CML)

ED 315 743 CS 009 951

Piersma, Mary L.; Allen, Diane D.
Librarians: The Key to a Comprehensive Reading Program.
PUB DATE- 28 Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Librarians; Library Research; *Library Role; Occupational Surveys; Public Schools; Reading Instruction; *Reading Programs; Reading Research; Reading Skills; Recreational Reading; *School Libraries; School Surveys; State Surveys
IDENTIFIERS- Alabama; Reading Motivation
A study examined the role of elementary and secondary school librarians/media specialists in Alabama in promoting reading growth, assisting classroom teachers, and teaching reading skills. Surveys were sent to all public school librarians in Alabama, and to their administrators. Results, based on 250 randomly selected surveys from librarians and 36 surveys from administrators, indicated that: (1) teaching library-related skills and encouraging recreational reading ranked high in the priorities of both librarians and administrators; (2) librarians would like to be more involved in planning with teachers for the coordination of reading programs, the use of content area resources, and selection of basal reading materials--and administrators agreed; (3) administrators' and librarians' perceptions differed regarding the percentage of time spent in various activities. Overall, the survey indicated that librarians would like to be more involved in the planning and evaluation of the reading program and and would like to spend less time in the instruction of specific reading skills. (Eight tables of data are included.) (SR)

ED 315 757 CS 212 138

Connolly, Ann
Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 26p.; For other reports in this series, see CS 212 137-143.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; Classroom Techniques; *Discussion (Teaching Technique); Grade 12; High Schools; *Literature Appreciation; Qualitative Research; *Reader Text Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- Craven (Margaret); I Heard the Owl Call My Name; Teacher Researchers
One of a series of six portraits of high school literature classrooms, this paper gives a detailed, evocative characterization of how one "master teacher" introduced, undertook, and guided the study of literature, focusing in particular on how the teacher interacted with students in the context of discussion of a literary work in class. The paper recounts how a teacher-researcher observed an instructional unit of literature by (1) conducting taped interviews with the teacher as well as with her students; (2) gathering lesson plans, study guidelines, and assignments related to the instructional units to be observed; and (3) making videotapes of the classes involved; and finally (4) writing a narrative account of what had been observed in the class and what its significance appeared to be. This account describes a class of 12 seniors at a private academy for girls reading Margaret Craven's "I Heard the Owl Call My Name," and led by their teacher to make personal connections with literature, to express and maintain their beliefs while allowing others their opinions--how in short, they are coming to view literature as one of life's amenities. (SR)

ED 315 772 CS 212 208

Brantley, Helen; Washington, Sarah M.
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Processes; Critical Thinking; Elementary Secondary Education; Inquiry; *Language Arts; *Language Skills; Learning Processes; *Models; *Questioning Techniques; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Questions; *Taba (Hilda) Teaching Strategies
Higher level questions can link evaluation directly to language related class activities. Utilizing higher level questions is a powerful pedagogical technique and serves many direct purposes in the class environment. One of the models most commonly taught to teachers is Hilda Taba's levels of questions. Taba's model delineates four related teaching strategies: concept development, interpretation of data, application of generalizations, and resolution of conflict. At each of these levels, teachers must encourage participation; stimulate higher-lever thinking, and ask a variety of open-ended questions of all students. Students must be encouraged to respond, to provide evidence or reasoning to support inferences at all levels, and be taught how to evaluate their own questions and thinking habits. The four kinds of questions from this model include: focusing questions, questions calling for variety, questions calling for clarification or extension, and questions calling for reasons or support for ideas. How the model can be used is demonstrated with a poem. In teaching higher-level questions in the language arts, teachers can monitor progress through observational techniques and evaluation of class questions to determine appropriate modification of their lessons. Higher-level thinking questions can ensure success in all phases of cognitive, intuitive, affective and physical development of the total student. Students will then be more capable of demonstrating skills and knowledge in self-evaluation and directing their own thinking and learning. (MG)

ED 315 786 CS 212 231

Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 81p.; For other curriculum guides in this series, see CS 212 232-233. Occasional small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English Instruction; Grade 6; *Honors Curriculum; Instructional Development; Intermediate Grades; *Language Arts; Middle Schools; Public Schools; *Reading Instruction
IDENTIFIERS- Fort Worth Independent School District TX

Intended as a resource for instructional planning, this grade 6 language arts curriculum guide purposes to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The guide has four major sections. The first section, Middle School English Language Arts, presents acknowledgements, rationale and purpose, philosophy, goals and objectives, basic assumptions, points to consider, and prerequisites/entry criteria for honors courses. The guide's second section, English Language Arts 6, includes objectives, recommended course sequence, scope and sequence, and activities. The guide's third and fourth sections, Honors English Language Arts 6 and Honors English Language Arts/Reading 6, list objectives for these areas. An addendum contains a 25-item bibliography; an outline of essential elements in English language arts; a 48-page section on resources, strategies, and planning; and a teacher response form. (SR)

ED 315 873 EA 021 597

Scannell, Dale; And Others
Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities.
PUB DATE- Dec 89
NOTE- 34p.
AVAILABLE FROM- Dale G. Andersen, Secretary, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities, College of Education, University of Nevada, 4505 Maryland Parkway, Las Vegas, NV 89154 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; Elementary Secondary Education; Higher Education; Organizational Objectives; *Schools of Education; *State Standards; *Teacher Education; *Teaching (Occupation)
IDENTIFIERS- *Professionalization; *Professional Standards and Practices Boards
Four states--California, Minnesota, Oregon, and Nevada--have autonomous Professional Standards and Practices Boards (PSPBs) accountable only to the legislature of the state; 44 other states have PSPBs with advisory prerogatives relative to setting licensure/certification standards and/or policing the conduct of teachers. This report is the product of a task force appointed by the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities. The charge to the task force was to determine the impact of the boards on institutional curriculum autonomy, program development, and teacher licensure, and to formulate a policy position for the members of the Association. As a result of the study, the Association adopted a resolution supporting the concept of autonomous PSPBs with the following characteristics: (1) established by statute; (2) provided an independent staff and budget; (3) membership reflecting various professional components and the general public; (4) members charged to represent the profession and to base decisions on the welfare of children and youth and thus the society at large; and (5) required to provide public access to issues considered and actions contemplated. The report proper provides background information plus the detailed task force recommendations and recommended strategies. Appendixes describe the nature and composition of the boards of the four autonomous states. The Association supports the concept of national certification and will develop a plan for coordination among states of efforts to achieve legislation establishing autonomous PSPBs. (MLF)

ED 315 577 CE 054 048

Equivalent Credit. A Guide for Local Discussion and Implementation.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- Alaska Department of Education, Adult and Vocational Education, Alaska Vocational Materials Library, Box F, Juneau, AK 99811.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Education; Academic Records; *Academic Standards; *Articulation (Education); Credit Courses; *Credits; *Graduation Requirements; High Schools; Integrated Curriculum; Required Courses; *Vocational Education
IDENTIFIERS- *Alaska

This guide was developed in Alaska to help high school administrators and teachers determine why and how to grant equivalent credit graduation requirements for vocational courses. The guide is organized in four sections. The first section provides a rationale for the use of equivalent credits, explaining how they benefit students, teachers, administrators, and employers. The second section addresses some common concerns about equivalent credit, in a question-and-answer format. Some of the concerns examined include the relationship between equivalent credit and high school graduation requirements; the awarding of equivalent credit versus lowering standards; colleges and equivalent credits; polarization of the teaching staff; curriculum updating and staff development; the at-risk student; needs for additional space and staff; and recording equivalent credit on transcripts and in course descriptions. In the third section, a model process for setting up an equivalent credit system is outlined. Steps include reviewing local policies and guidelines; beginning with programs for which a strong case for equivalent credit can be built; establishing support groups; building connections between vocational and academic teachers; determining credit possibilities; disseminating information; and monitoring the process. The final section lists 20 references, and appendixes provide information on Alaskan graduation requirements and examples of the system in other areas. (KC)

ED 315 671 CG 022 250

Business and Older Workers.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 89
NOTE- 28p.; Color coded graps will not reproduce meaningfully.
AVAILABLE FROM- American Association of Retired Persons (AARP) Fulfillment, 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13827, single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Attitude Change; Change; *Employees; *Employer Employee Relationship; Job Training; *Older Adults; *Perception; Stereotypes

This study updates a 1985 study which examined the perceptions, policies, and practices of American business regarding older workers, and placed them in the context of larger economic, demographic, and social trends shaping the business climate. The new survey was conducted in July 1989 among a random sample of 400 companies, with 100 each in 4 size groupings, representing the universe of all companies with 50 or more employees. In each company the person interviewed was the executive with senior responsibility for making human resource decisions. The analysis of changing business attitudes and practices revealed that: (1) positive attitudes toward older workers remained high; (2) obstacles to utilization of older workers included lingering questions about adaptability to new technology and the cost issue, particularly health insurance; (3) companies had made little or no progress in implementing programs to utilize older workers more fully; (4) the largest companies continued to display the least positive attitudes toward older workers; (5) there was an increased role for third party institutions other than the employers and older employees themselves; and (6) the perspective of older workers themselves closely mirrored gatekeepers' attitudes. Background information and highlights are given first, followed by an exposition of detailed research findings, with data displayed in 17 figures. The research suggests that older employees will have a vital role to play in the workplace; the challenge is to enable them to make a contribution. (ABL)

ED 315 801 CS 506 952

Comeaux, Patricia; Aitken, Joan E.
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
PUB DATE- 20 Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Graduate Students; Higher Education; *Speech Communication; *Speech Instruction; *Teacher Evaluation; *Teacher Improvement; Teacher Supervision; *Teaching Assistants; Teaching Methods; Training Objectives
IDENTIFIERS- Murray State University KY; *Speech Communication Education
In outline agenda form, this guide addresses the issue of training and supervising graduate students teaching the basic undergraduate speech course in university speech departments. The sections are as follows: (1) Introduction of staff and participants; (2) Rationale for assuring quality and standardization in the basic course by systematically training graduate teaching assistants (GTAs); (3) Problems/challenges of training graduate students and directing the basic course; (4) Concerns and training needs of GTAs: a survey; (5) Ways to achieve standardization in the basic course; and (6) Systematic program for training and supervising GTAs (including criteria for selection and placement process, university-wide orientation for GTAs, department orientations for GTAs of the basic course, a sample graduate methods class at Murray State University: Communication in Instructional Environments, and ongoing feedback and assessment in training GTAs). The paper's final page offers a case study intended to stimulate discussion about a real-life teaching situation. Fourteen references are attached. (SR)

ED 315 829 CS 507 075

Benoit, Carol; Jensen, Ana E.
Performance Appraisal Development in a Volunteer Program.
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Feedback; Interpersonal Communication; *Job Performance; Library Personnel; Multivariate Analysis; Occupational Surveys; *Organizational Communication; *Personnel Evaluation; Questionnaires; Social Environment; *Volunteers; *Work Attitudes; *Work Experience
IDENTIFIERS- Coorientation; Supervisor Subordinate Relationship
A project conducted in the volunteer program of a county library system in a midwestern city assisted the volunteer coordinator in assessing the library's performance appraisal process for volunteers and in identifying ways to make the process more effective. Factors in performance appraisal which were most applicable and effective to the context of volunteerism were uncovered, and interviews with selected staff and volunteer personnel identified the system then in place for training and evaluating volunteers. The information obtained in these interviews was then used to construct a questionnaire that was administered to 100 of the program's volunteers and the staff working with volunteers to assess how each group viewed the system and to elicit feedback about what each group wanted to see included in a performance appraisal mechanism. Thirty-six volunteers and 54 staff members completed questionnaires. After evaluating the surveys and questionnaires, a new performance appraisal system was developed and recommended. In addition, in response to staff requests for feedback from volunteers about their experience, another form was developed to permit volunteers to provide their opinion of their experience in the library. (Three tables of data are included; 23 references are attached.) (Author/KEH)

ED 315 844 EA 021 506

Daresh, John C.; Playko, Marsha A.
Administrative Mentoring: A Training Manual.
PUB DATE- Oct 89
NOTE- 66p.; Project paper of the Ohio LEAD Center, Westerville, OH, and the Center for Educational Leadership at the University of Northern Colorado. Poor print quality and filled-in letters may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Administrators; Elementary Secondary Education; *Interprofessional Relationship; *Management Development; *Mentors; *Program Implementation
This manual provides planners of professional development programs for practicing and aspiring school administrators with basic background information related to mentoring. Fundamental concepts that underlie mentoring in education are examined as well as many of the most frequently discussed issues concerning the actual implementation of mentor programs. Mentoring is a powerful tool to be utilized as a way to assist beginning administrators in surviving their first years in office. Ways to construct formal mentoring relationships are described. This manual is divided into five sections: (1) what mentoring is; (2) what is needed to begin a mentoring program; (3) how a mentoring program gets started; (4) a model for training mentors; and (5) some concluding thoughts. (49 references) (SI)

ED 315 888 EA 021 624

Johnson, T. Page
Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 90
NOTE- 10p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Disabilities; *Discipline Policy; *Due Process; Elementary Secondary Education; Expulsion; Federal Courts; *Hearings; Principals; School Law; State Legislation; Student Behavior; *Student Rights; Suspension
IDENTIFIERS- *Supreme Court
When the Supreme Court decided that the Constitution requires public school principals to follow procedural due process in suspension and expulsion cases, the Justices recognized a link between procedural due process and the fairness of effective discipline. This report reviews the constitutional due process required when public school officials are investigating allegations of student misconduct and determining disciplinary sanctions, and advocates its use, even when not legally required, as a step toward ensuring fairness in every disciplinary decision. The following topics are discussed: (1) codes and student conduct; (2) constitutional due process and fundamental fairness; (3) constitutional due process for long-term suspensions and expulsions; (4) suspension or expulsion of handicapped students; and (5) conclusion and recommendations. (78 endnotes) (MLF)

ED 315 513 CE 053 752

Adelman, Nancy E.
The Case for Integrating Academic and Vocational Education.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 183p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 753-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Case Studies; *Curriculum Development; *Educational Innovation; Educational Trends; *Integrated Curriculum; Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- California; New York; Ohio; Pennsylvania
The study reported in this document was conducted to identify, describe, and assess the potential of innovative approaches to integrating vocational and academic education as one way of helping students to understand the utility of academic learning. Research activities included case studies of five integrated-curriculum programs in California, New York, Ohio, and Pennsylvania; a literature review; consultation with experts; and cross-site analysis of integration issues. The study found that innovative efforts to achieve a new relationship and closer alignment between vocational and academic curriculum and instruction appear to be a highly promising trend. Some of the findings are the following: (1) curriculum development and professional development are key activities for implementing an integrated vocational/academic curriculum; (2) both academic and vocational instructors should be involved from the start; (3) social, intellectual, and physical barriers between the vocational and academic staff must be breached; (4) 5 years is a minimum time to integrate the curricula; (5) curriculum integration efforts should not be focused strictly on "high technology" subjects at the expense of more traditional subjects; and (6) evaluation is weak in most programs, providing only anecdotal evidence of student benefit from curriculum integration. The report concludes that further research is needed but that vocational education can play a strengthened role in an integrated curriculum, especially if state support is provided. (Appendices comprising the bulk of the document include the five case studies, examples of technical writing assignments, and a 52-item bibliography.) (KC)

ED 315 526 CE 053 765

St. John, Edward P.
Financing Postsecondary Training.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 45p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Disadvantaged; *Educational Finance; Eligibility; Federal Aid; Federal Programs; Financial Aid Applicants; *Government School Relationship; Grants; Incentive Grants; Postsecondary Education; Poverty; *Scholarship Funds; State Programs; *Student Financial Aid; Student Loan Programs; Tax Credits; Vocational Education; *Work Study Programs
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; Pell Grants; Supplemental Education Opportunity Grants
This document identifies and describes the sources of public support for postsecondary vocational training in the United States, including the mix of public assistance that is currently available to economically disadvantaged individuals. Following an introduction, the second section is an overview of the general financing situation. Tables report amounts of assistance for 1988 and the distribution of high school graduates from the classes of 1972 and 1980 entering postsecondary education within 4 years. The third section provides a more detailed description of public support for institutions and programs, describing the distribution of postsecondary credits by field for the class of 1980; the level and the recipients of state and local assistance; and federal appropriations made under the Higher Education Act, the Carl D. Perkins Vocational Education Act, and the Job Training Partnership Act. The fourth section describes publicly provided student financial assistance, including the three types of student aid (need-based, merit-based, and aid designed to serve special populations) historically available to postsecondary students. The impact of student financial aid is discussed. The fifth section describes tax subsidies for postsecondary training. It is concluded that while the variety of available subsidies is effective and while there are remarkably few overlaps between programs, there are still four areas that warrant further study. The document concludes with a brief description of these areas. A 19-item bibliography is also provided. (CML)

ED 315 591 CE 054 066

Figueroa, Jose R.; And Others
Study of the State Management of the Job Training Partnership Act.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jul 89
NOTE- 139p.
CONTRACT- 99-6-2189-77-064-02
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperative Programs; Economically Disadvantaged; *Employment Programs; *Federal State Relationship; Planning; *Program Administration; *Program Evaluation; *State Government; *Work Experience Programs
IDENTIFIERS- Arizona; Georgia; Idaho; Illinois; *Job Training Partnership Act 1982; Maryland; Nebraska; Vermont
This document reports a study that investigated state management of the Job Training Partnership Act (JTPA) Title II-A programs and the Wagner-Peyser 10 percent set-aside for program years 1985 and 1986 to identify the most effective and efficient state JTPA management practices. Following an executive summary and introduction, section 1 contains case studies of Vermont, Nebraska, Idaho, Arizona, Maryland, Georgia, and Illinois. Section 2 contains the results of a mail survey of the remaining 43 states and 7 territories, of which 36 states, the District of Columbia, and the Virgin Islands responded. Findings reported concern the following areas: (1) JTPA administrative configuration, including state JTPA configuration, management of set-aside programs, the 3 percent set-aside program, the 8 percent set-aside program, and the 10 percent set-aside program; (2) state policy makers, including the state job training coordinating councils, and state legislatures; (3) state management practices, including policy, planning, and coordination; (4) state quality assurance functions, including performance standards, management information systems, compliance and fiscal controls, training and technical assistance, and communication. The text is supplemented by 10 data tables, and an appendix contains 3 additional tables on the characteristics of the states. (CML)

ED 315 632 CE 054 198

Friedenberg, Joan E.; Ciccone, Janet K.
Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Needs; English (Second Language); Fused Curriculum; Higher Education; *Integrated Curriculum; *Limited English Speaking; Non English Speaking; *Preservice Teacher Education; Second Language Learning; Teacher Education Programs; *Teacher Educator Education; *Vocational Education Teachers
Federal legislation, such as the Education Amendments of 1976 and the Carl D. Perkins Vocational Education Act of 1984, recognizes the urgent national need for vocational programs that adequately serve limited-English-proficient (LEP) persons. In order to meet the need, vocational teacher education programs must be adapted to train preservice teachers to work with LEP persons in vocational education programs. Because requiring additional coursework is undesirable, curricular infusion is regarded as the most effective and realistic method to achieve this. The Bilingual Vocational Instructor Training (BVIT) Train the Trainers Project was conducted to provide inservice training to preservice trainers (vocational teacher educators) to help them infuse LEP-related content into their existing courses. During the project, content for such courses was identified, and a manual for infusion and adaptation was written. Guidelines were developed for adapting: foundations courses; methods courses; course construction/curriculum planning courses; and special needs courses. (A 22-item annotated bibliography was developed and is contained in this document along with the guidelines.) (KC)

ED 315 686 CG 022 265

Crosbie-Burnett, Margaret; And Others
A World of Changing Families.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 40p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling Techniques; *Counselor Role; *Divorce; Elementary Education; *Elementary Schools; *Family Life; Family Structure; Group Counseling; Latchkey Children; One Parent Family; Parent Education; *School Counseling; *School Counselors
This second chapter in "Elementary School Counseling in a Changing World" covers a variety of topics related to helping children and parents function effectively within changing family situations. Four journal articles are included in the chapter. "A Multimodal Intervention for Group Counseling with Children of Divorce" by Margaret Crosbie-Burnett and Laurel Newcomer presents both classroom and small-group components of an eight-session model of group intervention for children of divorce. "A Parent Group Training Program for Single Parents" by Nancy Cunningham and Joe Brown outlines a group training program in parenting skills for single parents that emphasizes parent-child communication, child management, and problem-solving skills. "Helping Latchkey Children: A Group Guidance Approach" by Michael Bundy and Judith Boser describes "Being in Charge," a six-session guidance unit designed to provide intermediate and middle-grade children with the skills to cope more effectively with taking care of themselves while home alone. "Strategic Interventions with Children of Single-Parent Families" by Wade Lewis focuses on the school-related problems of children of single-parent families, presents a way of conceptualizing such problems from a family systems perspective, and describes examples of interventions based on strategic family therapy. The chapter concludes with a set of issues for elementary school counselors to consider about a world of changing families. (NB)

ED 315 699 CG 022 280

Ellis, Thomas I.
The Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Objectives; *Counseling Theories; Counselor Performance; *Counselor Role; Counselor Teacher Cooperation; *Curriculum Design; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Integrated Curriculum
IDENTIFIERS- *Comprehensive Guidance Model; ERIC Digests; Gysbers (Norman)
This digest describes the structural and programmatic components of the Missouri Comprehensive Guidance Program Model, a model designed to help school districts develop comprehensive and systematic guidance programs oriented toward overall student development. It discusses the content of the model (based on the concept of life career development) and provides a seven-step process for implementing the model. References are included. (TE)

ED 315 715 CG 022 308

Moskowitz, Debbie S.; Crawley, Michael E.
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Aggression; *Crime; Criminals; Foreign Countries; Grade 7; *Longitudinal Studies; Predictor Variables; Secondary Education; Secondary School Students; Social Behavior; Social Problems; *Withdrawal (Psychology)
IDENTIFIERS- Canada
Longitudinal studies of the effects of aggression and social withdrawal on later development contribute to an understanding of how socially deviant behaviors may affect future adaptation. This study is concerned with how aggression and social withdrawal are related to criminal activity approximately 10 years after individuals were initially identified. Further, this study examined whether academic achievement provides supplementary or overlapping prediction of crime to that provided by knowledge about social behavior. Information was collected for boys and girls (N=1,704) in grade 7 (time one) about aggression, withdrawal, and academic achievement. Based on their scores, students were divided into aggressive, withdrawn, aggressive-withdrawn, and control groups. Adult criminal activity was assessed 10 years after first assessment (time two). Men who had been aggressive were four times more likely than control males to have committed a crime, and they committed crimes more frequently. As a group, women committed few crimes, and even women who had been aggressive were unlikely to commit crimes. Knowledge about social behavior in early adolescence was a more potent predictor of number and seriousness of crimes than knowledge about academic achievment. (ABL)

ED 315 729 CS 009 932

Douglass, Malcolm P., Ed.
Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-07-5
PUB DATE- 89
NOTE- 260p.; Title represents the special conference theme for 1989. The continuing theme is listed as "Reading, The Process of Creating Meaning for Sensed Stimuli."
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711-6160 ($20.00 plus $1.00 handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Curriculum Development; Elementary Secondary Education; Language Arts; Literacy; *Literature Appreciation; Parent Participation; Reader Response; *Reader Text Relationship; *Reading; Reading Instruction; Reading Materials; Story Reading
IDENTIFIERS- Aesthetic Reading; Claremont Reading Conference; Text Factors
Articles in this yearbook address the issue of emphasizing the basics in reading development, and also focus on the literary experience. Articles, listed by their authors, include: (1) "A Second Helping" (Myra Cohn Livingston); (2) "Not Only a New Curriculum but a New Teacher" (Marilyn Hanf Buckley); (3) "Reading--A Literary Feast" (Lil Thompson); (4) "A World of Horizons beyond Horizons" (Spencer G. Shaw); (5) "For Spiritual or Pleasurable Ends: The Portrayal of Children's Reading in Children's Books, 1670-1785" (E. Jennifer Monaghan); (6) "Recognition of Merit Award" (Carolyn Angus); (7) "Acceptance Statement" (Marilyn Sachs); (8) "The Story as It Is Spoken" (Joanne Greenberg); (9) "The Psychiatrist and the Teddy Bear: A Modern Author's Search for the Key to Creating Classical Children's Literature" (Gale Cooper); (10) "A Tale of Two Practices: A Cautionary Look at the Teaching of Literacy in the U.S. and the U.K." (John S. Caputo and Robin Wynyard); (11) "A Lesson from Leichester and London: The Case against Formal Reading Lessons" (Nancy Pine); (12) "The Role of Imagination in Creating Literary Discourse" (J. Dixon Hearne and Kenneth Resch); (13) "Evaluating Literacy Processes on Listening to Children Thinking" (Stephen B. Kucer); (14) "Personal Response to Literature, Film, and Life" (Carole Cox); (15) "A Developmental-Structural Model for Understanding Children's Interpretations of Texts" (Kip Tellez); (16) "Sundaes, Reading, and Education Philosophy" (Russ S. Hubbard); (17) "Understanding Fiction/Understanding Ourselves: Learning without Teachers" (Carol Holder and Harold Levitt); (18) "The Role of Parental Perceptions in Learning to Read" (Thomas Leon Cory); and (19) "Maternal Drug Use/Abuse and Subsequent Learning Problems in Offspring: Is There a Connection?" (Clement E. Papazian). (MG)

ED 315 816 CS 507 051

Brinkle, Lydle
Anton Chekhov: Yalta Years, 1899-1904.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- Authors; *Biographies; Foreign Countries; Playwriting; *Russian Literature; Short Stories; *Twentieth Century Literature
IDENTIFIERS- *Chekhov (Anton Pavlovich); Russia
Anton Pavlovich Chekhov spent 6 of the last 7 years of his life at Yalta (located on the Crimean Peninsula) where he had a house constructed in order that he might live in a climate favorable to his failing health. During these years Chekhov married the actress Olga Knipper and met Leo Tolstoy, who was near the end of his life. Chekhov also exchanged letters with Maxim Gorky concerning writing style and technique. As he became more ill with tuberculosis, Chekhov was able to work less, but he recovered sufficiently to work on a number of short stories and to finish his play, "The Cherry Orchard." On a visit with Olga to a spa in Baderweiler, Germany in 1904, Chekhov became seriously ill and died. His house in Yalta is now a museum. (KEH)

ED 315 859 EA 021 564

Thomas, Terry, Ed.
Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
Oakland County Schools, Pontiac, Mich.
PUB DATE- Dec 86
NOTE- 51p.
AVAILABLE FROM- Publications, Dept. of Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; Administrator Attitudes; *Attendance; *Dropout Attitudes; Dropout Research; *Dropouts; Foreign Countries; High Schools; *High School Seniors; Out of School Youth; Reentry Students; Suspension; Teacher Attitudes; Truancy; Withdrawal (Education)
IDENTIFIERS- *Oakland Schools MI
This resource handbook was designed to assist constituent school district personnel with the critical issues of student absenteeism and dropouts. From July 1982 through February 1983 and in May 1986, members of the Oakland County (Michigan) Attendance/Dropout Task Force met with educational and community agency personnel, graduating high school students, and student dropouts for the purpose of exchanging views regarding student absenteeism and dropouts. Contained within chapter 1 of this document are comments taken from the minutes of each meeting with community agency members and school personnel; no attempt was made to substantiate or to change any of the comments. Chapter 2 focuses on the information obtained from the student dropouts and the graduating seniors. In addition to reporting some of the comments these individuals made during the unstructured, open-ended interviews, this chapter provides a committee report, a questionnaire guide for dropouts, and a guide for current senior interview questions. (KM)

ED 315 551 CE 053 936

Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
Wisconsin Univ., Madison. School of Education.
PUB DATE- Aug 89
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Cognitive Style; *Communications Satellites; *Distance Education; Educational Technology; Independent Study; Instructional Design; Learning Strategies; Program Development; Program Effectiveness; Teacher Guidance; Teacher Student Relationship; Teaching Methods; *Teleconferencing; *Telecourses; Training Methods

This document contains 35 papers: "Distance Education with a Human Face" (Holmberg); "Time Is Money and Vice Versa: Reflections on Using Satellite Delivery to Improve Cycle Time and Quality" (Robinson); "Distance Education: Consolidating the Gains" (Grossman); "The Human Resource Imperative" (Atkinson); "Developing Short Courses for Business and Industry" (Kryczka); "Hypertext" (Kearsley); "Site Coordination and Support Services" (Roberts, Harvey-Foulds); "Coordinating the Use of Cable Technology in Oakland County, Michigan" (O'Donnell, Gholz); "Telecommunications Instructional Consortium" (Blakesley, Regnier); "How to Develop Successful and Profitable Adult Education Certificate Programs" (Hoyle); "India's Experience with Distance Higher Education: Indira Gandhi National Open University" (Miller); Supporting Individual Learners at a Distance" (Granger); "The Soft Touch in Distant Education" (Behm, Molise, Threlkeld); "Evaluation of Learner Support Services in a Distance Education System" (Dillon, Gunawardena, Parker); "Supporting Distance Learners" (Keir, Ward); "Assessing Adult Learning Strategies" (Fellenz); "Goal Accomplishment Style and the Long Distance Learner" (Atman); "Strategic Education: Distance Learning for Business Needs" (Beutel, Go); "Application of Instructional Television in a Farm Training Program at Northcentral Technical College" (Doenier); "Distance Education through Interactive Television: Is It Effective?" (Egan, Page); "Effectiveness of Interactive Satellite Delivery Versus Traditional Delivery in Selected Courses" (Douglas); "Various Uses by Instructors of PC-Based Audiographic Teleconferencing Technologies" (Gilcher); "Computer Conferencing and the Distance Learner" (Romiszowski, Jost); "Developing Hypermedia for the Learning Environment" (LeGrand, Mehler); "Level Two Interactive LaserDisc" (Lookatch); "Moving Independent Study into the 1990s" (Holman); "Bridging the Gap: Building a Sense of Community for Graduate Students at a Distance" (Mitcham); "International Business Negotiation Simulations" (Rawson); "Instructional Strategies, Distance Education, and Student Involvement" (Dillon, Hengst, Zoller); "Self-Directed Learning Readiness in Distance Education" (Harring-Hendon); "Instructional Design Considerations in the Development of Computer-Assisted Interactive Video" (Gunawardena, Saito); "Designing a Teleclass Instructor's Workshop Addressing the Differential Skills Needed for Quality Teleclass Teaching" (Cyrs); "Application of an Audio Computer Graphics System to Distance Education in a Baccalaureate Nursing Program" (Bollinger, Danou, Maddox); "Producing Telecourses for Adult Distance Learners" (Purdy); and "Toward Sustainable Improvements in Accessibility and Quality" (Ehrmann). (CML)

ED 315 604 CE 054 143

Hostler, John
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
Manchester Univ. (England). Centre for Adult and Higher Education.
REPORT NO.- ISBN-0-902252-09-7
PUB DATE- May 86
NOTE- 56p.
AVAILABLE FROM- Haigh and Hochland Ltd., Precinct Centre, Oxford Road, Manchester M13 9QA, England (2.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Educational Environment; Foreign Countries; *Independent Study; *Intellectual Freedom; Outcomes of Education; *Personal Autonomy
IDENTIFIERS- Great Britain

"Autonomy" is an ambiguous term that can denote either the right of adults to manage their own affairs or their actual or potential ability to do so. These various senses of the word are regularly, and often indiscriminately, employed by adult educators. Personal autonomy is probably developed most effectively in a traditional kind of instructional situation, since people who initially lack the confidence or ability to undertake the management of their own education are likely to find the traditional situation a less threatening context in which to learn. A process of education that embodies the principles of individual choice, democratic control, rationality, and respect for persons in a realistic way can help adults to become more self-directing and more self-determining both in their thinking and in their behavior. However, there is very little scope for compulsion in adult education. Attendance is essentially voluntary and means of punishment or coercion generally do not exist. People who are not already autonomous and independent are unlikely to become so unless they feel they are learning in an environment where the process of personal change and its results will be accepted. Teachers seeking to promote the development of personal autonomy must be ready to challenge and provoke intellectually; to provide sympathetic emotional support; to provide additional educational help, such as basic study skills; and to consider the use of learning contracts. (A 58-item bibliography is included in the document.) (CML)

ED 315 618 CE 054 170

Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Advisory Committees; Agency Cooperation; Enrollment Trends; Government School Relationship; *Outcomes of Education; Postsecondary Education; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Ohio; *State Councils on Vocational Education

This annual report includes a list of the members of the 1989 Ohio Council on Vocational Education; a summary of Ohio vocational education statistics on employment, access, enrollment, academic, and citizen involvement; a letter from the council to the Ohio State Board of Education; and the following seven major sections: (1) a description of the structure and program of the Ohio Council on Vocational Education, 1988-89; (2) information on statewide planning and evaluation; (3) commendations, recommendations, and priorities; (4) the council's mission statement; (5) statistical and budgetary reports; (6) descriptions of coordination activities; and (7) a list of research and other publications. (Among the employment statistics reported were that 95 percent of the students who graduated from a vocational program in Ohio's secondary schools in 1988 were employed, with over three-fourths of them employed in jobs related to their training; 98.6 percent of the students who completed postsecondary and full-time adult programs in 1988 were employed, with 93.5 percent of them employed in jobs related to their training; and federal income tax records showed that Ohio vocational and technical graduates have predominately higher incomes and lower rates of unemployment 4 and 5 years after graduation than others in the general population with the same age, schooling, and residential-location characteristics. Among the enrollment statistics reported were that 1,432,237 students were enrolled in vocational and career education programs in Ohio; more than 55.8 percent of Ohio's 11th- and 12th-grade secondary students were enrolled in vocational education; 306,930 adults were enrolled in Ohio vocational education programs in 1989; and more than 1,777 Ohio youth and adults were served through vocational education programs for the incarcerated in Ohio.) (CML)

ED 315 646 CE 054 230

Kirchner, Charles, Ed.
A Business Plan Outline.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Jun 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; *Business Skills; *Credit (Finance); Marketing; Money Management; Planning

This document identifies the information that should be included in a business plan, and in what order, to make it an effective management tool and an effective tool to communicate a proposed or existing company's strengths and potential to potential financiers. Following an introduction, the document explains the following sections of a business outline: (1) a plan summary; (2) description of the company and its industry; (3) description of the product or service; (4) market analysis; (5) marketing strategy; (6) description of operations; (7) description of management and organization; (8) schedule of activities; (9) list of critical risks and problems; (10) financial information; and (11) conclusion. Five appendices provide a sample projected cash flow statement, a sample projected income statement, sample income statement explanations, a sample projected balance sheet, and sample balance sheet explanations. (CML)

ED 315 659 CE 054 316

Tharp, Bill
Electronics. Module 1: Electronic Safety. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 91p.; For related documents, see CE 054 317-319.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-3701-I: $10.30; student reference $3.45; worksheets $2.35).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Electricity; *Electronics; *Electronic Technicians; *Hand Tools; Industrial Arts; Occupational Information; *Occupational Safety and Health; Secondary Education; *Shop Curriculum
IDENTIFIERS- Alternating Current
This guide contains instructor's materials for a three-unit secondary school course on electronic safety. The units are shop safety principles, hand tools, and alternating current safety and protection devices. The document begins with advice on its use and a cross-referenced table of instructional materials that show which materials in the guide (transparency masters, handouts, assignment sheets, and test items) are directed at which competency and instructional objectives. Each unit contains the unit objective, student objectives, a list of references, notes to the instructor, lesson plans, a unit test, and answers to the unit test. The lesson plans may include a glossary, information sheets, transparency masters, job sheets, assignment sheets, and test items. (CML)

ED 315 744 CS 009 952

Link, Gordon H.
The Reading Connection.
PUB DATE- 16 Feb 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Family Environment; Grade 5; Intermediate Grades; *Parent Attitudes; *Parent Responsibility; Parent Role; Parent Student Relationship; Reading Ability; *Reading Attitudes; *Reading Instruction; Reading Programs; Reading Research; *Reading Skills; Remedial Reading; Rural Environment; *School Responsibility
A study examined the beliefs of parents in relation to their responsibilities and the school's responsibilities in the area of teaching reading. Parent interviews were conducted with three sets of parents of children receiving remedial instruction and two sets of parents of gifted children, all in fifth grade. All parents were from a rural area and were involved in farming or employed in service functions supporting the rural community. Analysis of the data suggests that parents see themselves as providers of reading models, reading materials, and reading opportunities. They expressed concern over lack of knowledge about the school reading program. The parental perceptions of school responsibilities revolved around teaching specific reading skills and identifying and helping children with reading difficulties. The parents also provided suggestions concerning further parental involvement in the school's programs. (Author/MG)

ED 315 787 CS 212 232

Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 92p.; For other curriculum guides in this series, see CS 212 231-233. Document contains occasional small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Guides; *English Instruction; Grade 7; *Honors Curriculum; Instructional Development; Junior High Schools; *Language Arts; Middle Schools; Public Schools; *Reading Instruction
IDENTIFIERS- Fort Worth Independent School District TX

Intended as a resource for instructional planning, this grade 7 language arts curriculum guide purposes to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The guide is in four major sections. The first section, Middle School English Language Arts, presents acknowledgements, rationale and purpose, philosophy, goals and objectives, basic assumptions, points to consider, and prerequisites/entry criteria for honors courses. The guide's second section, English Language Arts 7, includes objectives, recommended course sequence, scope and sequence, activities, a sample unit, and suggested core literature pieces. The guide's third and fourth sections, Honors English Language Arts 7 and Honors English Language Arts/Reading 7, list objectives for these areas. An addendum contains a 25-item bibliography; an outline of essential elements in English language arts; a 48-page section on resources, strategies, and planning; and a teacher response form. (SR)

ED 315 539 CE 053 786

Reisner, Elizabeth R; Balasubramanian, Meena
School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 74p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disadvantaged Youth; *Education Work Relationship; Employer Attitudes; High Schools; Job Placement; Mentors; *School Business Relationship; Tutors; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Florida (Pensacola); Indiana (New Castle); Michigan (Detroit); Pennsylvania (Pittsburgh)
A study examined the circumstances underlying the school-to-work transition problems of disadvantaged youth and strategies that school systems in Detroit, Pensacola (Florida), New Castle (Indiana), and Pittsburgh have adopted to address these problems. Among the problems studied were lack of information about jobs and careers, too few role models in good jobs, lack of the skills and attitudes needed in the workplace, inadequate access to high quality vocational education programs, employers' negative perceptions and attitudes, and poor labor market conditions for youth. The districts studied exhibited important differences in their circumstances, priorities, and methods for assisting the transition of disadvantaged youth. The study's analysis indicates that program components play key roles in encouraging the creation of employer linkages with disadvantaged youth. Those components are: early intervention; the availability of tutors, mentors, and advocates; supervised work experience; and placement assistance. The study recommends a new federal policy on improving employer linkages with disadvantaged students by expanding local and state activities in each of these service components. The following changes in the Perkins Act are recommended: (1) a statement endorsing the development of better links between disadvantaged youth and employers; (2) language authorizing demonstrations of approaches likely to promote such linkages; and (3) establishment of a new set of required services to disadvantaged youth that are separate from the services required for handicapped youth. (A 33-item bibliography is included.) (CML)

ED 315 565 CE 054 026

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
NOTE- 92p.; For related documents, see CE 054 027-030.
GRANT- H133D80006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Vocational Education; Demonstration Programs; *Disabilities; *Employment Services; *Job Placement; Performance Factors; *Rehabilitation Centers; Success; *Transitional Programs; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This document surveys the rehabilitation and independent living community in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas for programs and practices that demonstrate especially effective service delivery and can serve as role models. Section 1, the introduction, identifies the background and purposes of the Regional Rehabilitation Exchange (RRX) project, describes its scope, explains the RRX validation process, lists the prerequisites for validation, presents the criteria for validation, describes the assessment of critical factors, and identifies the implications for validated programs. Members of the Peer Review Advisory Council are listed in Section 2. Section 3 identifies staff associates in the five states in Rehabilitation Services Administration Region VI. Six exemplary programs of independent living services are profiled in Section 4. Section 5 provides descriptions of two exemplary programs for job placement services. Five exemplary programs in supported employment services are described in Section 6. Section 7 provides descriptions of four exemplary programs of transitional services. Each program description contains many of the following categories: name of the program, contact person, organizational client populations served, organizational services and activities, organizational mission, organizational profile, program description, program components, program characteristics, model activities, program outcomes, costs, staff, and a contact for further information. (CML)

ED 315 578 CE 054 049

Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
Dorchester School District 2, Summerville, SC.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Disadvantaged; Elementary Education; *Family Programs; *Intergenerational Programs; *Literacy Education; Parent Child Relationship; *Parent Participation; Parent School Relationship; Program Implementation; Reading Instruction; School Involvement
IDENTIFIERS- 353 Project; *South Carolina (Dorchester County)

A project was developed in Dorchester County, South Carolina's fastest-growing county, to help parents who lack basic skills become full partners in the education of their children, and to assist children in reaching their full potential as learners, by providing basic skills training for the parents. The program, called Parents as Instructional Support (PAIS), is the first in the state to involve both parents and children in acquiring basic reading skills. PAIS is designed to provide parents with the information and skills to help their children with homework and to prepare them for teacher-made and standardized tests. PAIS also provides training for a cadre of teachers to serve as instructors of the parents. Twenty-four teachers participating in PAIS enrolled in a 3-hour graduate/undergraduate course in teaching literacy skills to adults. Parents of disadvantaged students enrolled in a 2-day per week course for 6 weeks, from 5:30 to 8:00 p.m. Dinner, child care, and transportation were provided. Instruction in reading skills was given using traditional instruction and computer-assisted instruction. Children also participated in activities to strengthen their reading skills while their parents took classes. Parents, students, and teachers all reported positive outcomes of the program. (Includes 9 references and an appendix of program forms.) (KC)

ED 315 672 CG 022 251

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 88
NOTE- 11p.
AVAILABLE FROM- American Association of Retired Persons (AARP), 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13474, single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Females; *Health; *Medical Services; *Older Adults; *Prevention; *Quality of Life

Women must assert their special concerns and take action to control their health care and improve their health. Healthy practices throughout life, including the later years, can have a significant positive impact on the quality of life. Improvement of women's health means taking action through prevention, detection, and treatment. Preventive actions include: (1) eating right through sufficient intake of calcium and fiber, and limiting intake of fat and sodium; (2) getting exercise through finding a form of exercise that meets one's physical abilities, such as walking in the neighborhood, joining a fitness club or class, and looking for senior swim activities; (3) quitting smoking, first through changing to a brand lower in tar and nicotine and reducing the number of cigarettes smoked and then by joining a support group to kick the habit for good; and (4) keeping a healthy frame of mind through group participation, making regular visits to a community center, taking a class, volunteering, maintaining friendships, and reaching out to other women. Detection actions include an annual check-up and screening for blood pressure, cholesterol levels, colon cancer, breast cancer, and uterine cancer. Of special importance to older women is the ability to use the health care system effectively. Acting as a wise and assertive consumer of health care includes finding out about services available through Medicare/Medicaid, getting a second opinion if surgery is recommended, and expressing needs to one's doctor and insisting that he or she listen. (Additional resources are listed.) (ABL)

ED 315 758 CS 212 139

Hansbury, Tricia
A Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 28p.; For other reports in this series, see CS 212 137-143.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Classroom Techniques; *Discussion (Teaching Technique); Grade 9; High Schools; *Literature Appreciation; Qualitative Research; *Reader Text Relationship; *Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- *Dickens (Charles); Great Expectations; Teacher Researchers
One of a series of six portraits of high school literature classrooms, this paper gives a detailed, evocative characterization of how one "master teacher" introduced, undertook, and guided the study of literature, focusing in particular on how the teacher interacted with students in the context of discussion of a literary work in class. The paper recounts how a teacher-researcher observed an instructional unit of literature by (1) conducting taped interviews with the teacher as well as with his students; (2) gathering lesson plans, study guidelines, and assignments related to the instructional units to be observed; and (3) making videotapes of the classes involved; and finally (4) writing a narrative account of what had been observed in the class and what its significance appeared to be. The paper describes a lively class of 13 rural ninth-graders in an encounter with Charles Dickens' "Great Expectations," and discusses the teacher's attempt to find a balance between a student-centered approach and a teacher's authority and view of a literary "classic." (SR)

ED 315 773 CS 212 209

Dwyer, John, Ed.
A Sea of Talk.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-87-5
PUB DATE- 89
NOTE- 115p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, NSW 2039, Australia.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Child Language; *Classroom Environment; Classroom Observation Techniques; Classroom Research; Elementary Education; Foreign Countries; *Language Arts; Speech Communication; *Speech Habits; *Speech Skills; Teaching Methods
IDENTIFIERS- Aboriginal People; Australia; *Conversation
Arguing that talk has an important place in the English language arts curriculum and across the whole curriculum, this book presents examples of children and teachers talking together, talking about what they are doing "here and now," and talking about what they know and feel about events shaping the world beyond the classroom. Chapter titles include: (1) "He Wants to Write" (Naida Dwyer); "Talking in Class" (John Dwyer); "Talking and Listening in Year One" (Margaret Hetherington); "Talking in the Reading Conference" (Jan D'Arcy); "Talking in the Writing Conference" (Dian Van Dijk); "Exploring Talk in a Year Five Classroom" (Steve Stronach); "Talking with Aboriginal Children" (John Dwyer); "Talking When English Is a Foreign Language" (Betty Murray); "Navigating a Sea of Confusion" (Joy Schloss); "Talking about Teacher Talk" (John Dwyer); "They Put Kisses All Over Your Book" (John Dwyer); and "Assessing Oral Language" (John Dwyer). Thirty-seven references are attached. (RS)

ED 315 802 CS 506 961

Taylor, K. Phillip
Speaking and Listening Skills Assessment: Where Do We Go from Here?
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Evaluation; *Evaluation Methods; Evaluation Problems; Higher Education; Listening; *Listening Skills; *Required Courses; *Speech Communication; *Speech Curriculum
IDENTIFIERS- Florida; Professional Concerns
The challenge facing the speech communication profession is finding appropriate assessment procedures that are acceptable to administrators of state testing programs. The first option is simply to do nothing. A second alternative is standardized assessment. Speech communication professionals prefer a third testing procedure, performance-based evaluation. A fourth option emphasizes the importance of speech communication instruction and provides a viable, if not standardized, assessment method. This method would incorporate assessment of speaking and listening skills as part of a required course in the fundamentals of oral communication. The task for speech communication specialists is simply to continue their efforts to make a "Fundamentals of Oral Communication" course required in all higher education institutions. When students have the opportunity to take one or more courses in speaking and listening, competency in these skills can be assessed as part of the classroom activities. The issue of speech communication assessment is traced for the state of Florida. (Fifteen endnotes are attached.) (MG)

ED 315 830 CS 507 076

Isenhart, Myra W.
Combining Divergent Organizational Cultures.
PUB DATE- Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Communication Research; *Interpersonal Communication; Job Satisfaction; Occupational Surveys; Organizational Change; *Organizational Climate; *Organizational Communication; Personnel Evaluation; Power Structure
IDENTIFIERS- Communication Behavior; *Organizational Culture
A study examined the creation of a new division within an organization, where members of management were primarily from an "immigrant" or regulatory culture, to determine the effects on management and professional satisfaction. Data were elicited through both a survey instrument and in-depth interviews with 26 current employees and 12 former employees of a national organization in the business of managing large tracts of land along with associated resources, which two years earlier had created a new division. (The organization in question employs thousands of people and has a sizable annual operating budget.) The dominant culture of the parent organization stressed a family style culture while, in contrast, the "immigrant" managers prided themselves on hiring the most qualified candidates and not being part of the network which had historically controlled destiny for the parent organization. Results revealed significant differences between management and professional perceptions with regard to teamwork, local and national management, consistency with mission, and productivity. Findings illustrate a profile of a division which was demoralized and alienated from all but one manager. Findings also suggest practical steps consultants may take to ensure more successful reorganization or mergers. (Two figures of data are included; 25 references are attached.) (KEH)

ED 315 845 EA 021 509

Alberts, William G.; And Others
The Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
Illinois Association of School Boards, Springfield.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boards of Education; Collective Bargaining; Educational Finance; Elementary Secondary Education; *Job Skills; *Public Education; *Responsibility; *Staff Orientation
IDENTIFIERS- *Illinois
This booklet sets forth the responsibilities and challenges facing Illinois school board members. As the first section on general responsibilities shows, the school board takes action only as a body and speaks only through the written record of its meetings. Individual members lack the authority to commit the school board to a particular action, expenditure, or policy, and must perform their community leadership role in a manner consistent with the law and with procedures agreed upon by the full board. Members must also adhere to the Illinois Association of School Boards Code of Conduct. Section 2 explains the structure of Illinois school government, and section 3 discusses the local school board structure, board officials' responsibilities, and the kinds and purposes of various meetings. Section 4 outlines the board's powers and duties. Section 5 provides a sample agenda and explains meeting rules and conduct. Section 6 discusses educational finance, including funding sources and accounting procedures. Section 7 discusses board duties regarding collective bargaining and labor relations issues. Members are particularly advised not to confuse labor relations with human relations. Appendices provide tips on communicating and dealing with conflict, procedural policies and plans to increase meeting effectiveness, resources for further reading, and a statement of principles and procedures for effective cooperation between a board member and the chief administrator. (MLH)

ED 315 874 EA 021 599

The Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Dec 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Cultural Differences; Elementary Secondary Education; Higher Education; Instructional Leadership; Management Development; *Racial Differences; *Sex Differences; *Social Differences; *Student Attitudes

To improve preparation of school administrators, attention must be given the issues of race, ethnicity, gender, and social class. Two studies are presented. One, entitled "Preparation of Educational Administrators for the 21st Century: Graduate Student Voices on Issues of Diversity" (Joan Poliner Shapiro, Laurence Parker) captures the perspectives of graduate students regarding their own experiences in graduate preparation programs for school administrators. Students of different racial, social, and gender backgrounds discuss their reflections and perspectives on the condition of diversity as it affects their own education and on their work situations. The second study, entitled "Race, Ethnicity, Culture, and Values: A New Emphasis Needed in Administrator Preparation Programs," (Barbara Jackson) describes the urgency of revising preparation programs to include study and reflection about our pluralistic society and schools. Suggested instructional techniques are included. (33, and 51 references, respectively) (SI)

ED 315 889 EA 021 626

Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55516-320-3
PUB DATE- Aug 88
NOTE- 142p.
CONTRACT- 400-85-1004
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th Street, Suite 2100, Denver, CO 80265 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; Early Childhood Education; Educational Change; *Educational Equity (Finance); *Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; National Surveys; State Officials

During the period from 1976 through 1988, the National Conference of State Legislatures and the United States Department of Education's Office of Educational Research and Improvement collaborated to develop a program supporting educational policy studies for state legislatures. The program contributed 69 studies on a variety of topics. This report is divided in 10 sections. Section headings are as follows: (1) general education finance adequacy and equity; (2) responses to federal education aid policies; (3) educational costs for children with special learning requirements; (4) early childhood special education; (5) property tax revision and alternative sources of local school support; (6) education, job training, and economic development; (7) improvements in schools, teaching, and learning; (8) higher education finance reform and reorganization; (9) management information systems for overseeing school finance policies; and (10) general education reforms and oversights. A listing of cost-sharing award summaries (1976-1988) and a master list of project directors and contact persons are appended. (SI)

ED 315 592 CE 054 067

Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
Labor/Higher Education Council, Washington, DC.
PUB DATE- 88
NOTE- 79p.; Charts and photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Construction Industry; *Cooperative Programs; *Education Work Relationship; Employed Women; Employment Projections; *Higher Education; *Labor Force Development; *Labor Utilization; Manufacturing Industry; *Outcomes of Education; Unemployment; *Unions
IDENTIFIERS- Older Workers

Following the format of the conference, the presentations in these proceedings are organized in three sections, titled "Introduction"; "National Trends"; and "Labor/Higher Education Initiatives: Finding Common Grounds." The following presentations are included in the introductory section: "Why We're Here" (Donahue, Atwell, Mohler, Grecco). The following presentations are included in the "National Trends" section: "What We Can Expect from the New Administration" (Germond); "Year 2000 Work Place/Work Force Projections" (Oswald, Feistritzer, Kelly); "Work Force/Work Place Projections and Implications for Education--By Sector: White Collar/Professional Sector" (Golodner), "Public Sector" (Bilik), "Manufacturing/Blue Collar Sector" (Kovac); "Construction Sector" (Carlisle); and "Forging a Legislative Agenda for the Labor/Higher Education Council" (Saunders, McGlotten). In the section on labor/higher education initiatives, the following are included: "Facilitating Leaders: Encouraging Talk and Common Action in Democratic Organizations" (Barber); "A Challenge to the Council" (Bernstein); "The State of the Council and Guiding Principles" (Shields); and "Labor/Higher Education Partnerships that Work" (Kaplan, Matusek). A listing of the 56 conference participants is provided, 10 charts, and 2 pages of photographs are included. (CML)

ED 315 633 CE 054 202

Tanner, Anthony M.
Machine-Tool Technology Instructor's Sourcebook.
PUB DATE- 89
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Instructional Materials; *Machine Tool Operators; *Machine Tools; *Manufacturing Industry; Resource Materials; Skilled Occupations; Standards; *Trade and Industrial Education; Trade and Industrial Teachers

This document lists and annotates commercial and noncommercial resources pertaining to machine-tool technology. Following an introduction that explains how the document came to be written, the subjects of succeeding chapters are (1) periodicals; (2) associations; (3) audiovisual resources, including a subject index; (4) publishers, including a subject index for texts; (5) literature from private corporations, including a table of contents and addresses of the companies; (6) information systems and services; (7) miscellaneous resources, including comprehensive machining resources, selected American National Standards Institute (ANSI) standards, selected military specifications and standards, seminars, and other instruction; (8) resources prepared for the instructor, including periodicals, associations, information systems and services, and hardware; and (9) a selected machine-tool technology noncommercial curriculum resource bibliography. The document concludes with an index keyed to the processes used in machine-tool technology. (CML)

ED 315 647 CE 054 231

Lamb, Melissa, Ed.; And Others
Small Business Information Bibliography. Revised.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Oct 89
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Administration; Citations (References); Databases; Employer Employee Relationship; *Entrepreneurship; Marketing; *Money Management; *Personnel Management; Postsecondary Education; Publications; Resources; *Small Businesses

This annotated bibliography lists a wide variety of print materials that may be helpful to small business owners in acquiring the knowledge necessary to manage their businesses. The bibliography is arranged in chapters by main functional topics. In each chapter, subcategories of interest are then listed, and entries are arranged alphabetically within each subcategory. Most entries include publishers' addresses and prices. The 11 chapters of the bibliography list the following: (1) general resources, directories, periodicals, trade journals, statistical reports, and other information; (2) publications of the U.S. Small Business Administration; (3) textbooks, handbooks, manuals, and workbooks on business management, theory, and planning; (4) publications that provide guidance on getting into or out of a business; (5) information sources for legal and insurance issues; (6) publications on financing a new business and managing money in a business; (7) marketing and promotion resources; (8) personnel management publications; (9) day-to-day business management information; (10) references on computers and data processing; and (11) databases, online services, and database vendors. (KC)

ED 315 700 CG 022 281

Thompson, Rosemary
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Coping; Counseling Techniques; Counselor Role; *Crisis Intervention; *Death; *Depression (Psychology); Elementary Secondary Education; *Grief; School Involvement; School Role; Stress Management; *Suicide
IDENTIFIERS- *Crisis Management; ERIC Digests; *Grief Counseling
This digest considers how counselors and educators can cope with the emotional needs of suicide survivors and prevent future suicides among students. It discusses self-destructive tendencies in youth and behavioral manifestations of loss; offers suggestions to counselors for managing the first 48 hours following a suicide or loss and lists critical questions to consider after a suicide or sudden death. Tasks of mourning and grief counseling are discussed along with special treatment issues for adolescents. (TE)

ED 315 716 CG 022 309

Tucker, M. Belinda; Mitchell-Kernan, Claudia
The Decline of Marriage among African Americans: Attitudinal Dimensions.
PUB DATE- 13 Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Blacks; Latin Americans; *Marriage; *Mate Selection; *Perception
IDENTIFIERS- *Mate Availability
The structure of the "American family" has undergone dramatic change in recent times. This study examined the differential relationship between perceived mate availability and aggregate assessments of sex-ratio in broadly distinctive socio-cultural groupings to determine whether the primary theoretical conceptualizations concerning the role of mate availability are differentially relevant for those groups. One-half of the contents of the 1989 Southern California Social Survey (SCSS) was devoted to the issue of mate availability and its attitudinal and psychological correlates. The sample consisted of adults (N=1,116) with Blacks and Latinos oversampled to provide numbers sufficient for analytical purposes. Two indicators of perceived mate availability were used: perceived availability of the opposite sex and perceived sex ratio. A series of items concerning factors considered by the respondent to be important for a successful marriage were asked. The results suggest that the roots of African American marital decline are more likely to be structural, rather than the result of the devaluing of the institution of marriage. Economic as well as demographic indicators were salient for Blacks. Although multivariate analysis did not provide support for the primacy of economic indicators for Latino marital behavior and expectations, the bivariate comparisons indicated a very dominant male concern with economic readiness for marriage. (ABL)

ED 315 817 CS 507 053

Larson, Charles U.
Teaching Burke Using Advertisements.
PUB DATE- Nov 89
NOTE- 44p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Appended sample advertisements present reproduction problems.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Ambiguity; *Audience Response; Communication Research; *Cultural Context; Discourse Analysis; Higher Education; *Mass Media Effects; *Persuasive Discourse; Popular Culture; Social Influences; Teaching Methods
IDENTIFIERS- *Advertisements; *Burke (Kenneth); Market Segmentation; Perceived Reality; Voice (Rhetoric)
Kenneth Burke's concepts of identification, the five terms of dramatism, and strategic uses of ambiguity can be successfully taught to undergraduates if appropriate and familiar examples are used. Print and electronic advertising offer the instructor an up-to-date, familiar, and abundant source of classroom examples. Market segmentation models such as the V.A.L.S. system developed by Arnold Mitchell and advertising techniques used to create manipulative messages about topics like the modern woman, an extraordinary automobile, or an exotic fragrance are all very useful in teaching these concepts which, while apparently simple at first glance, are revealed as complex in the course of in-depth discussion. For all three concepts, advertising examples developed as classroom examples can be used not only to facilitate lecture material but also as a basis for individual learning projects. (Suggested student assignments for each concept are included, as are 20 sources; market segmentation reports and advertisements discussed in the paper are attached.) (KEH)

ED 315 860 EA 021 567

Fink, Marcy; Arnove, Robert F.
Current Issues and Tensions in Popular Education in Latin America.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Strategies; *Educational Trends; Elementary Secondary Education; Foreign Countries; *International Education; International Studies; *Nonformal Education; Public Education; *Womens Education
IDENTIFIERS- *Latin America
Popular education issues in Latin America--particularly issues manifested in work with women--are examined. Observations are based on work with health education projects in Chile and a regional community organizing program in Honduras, Costa Rica, and Guatemala, as well as research into the impact of popular education programs on Latin American women overall. The case study of Nicaragua was selected to determine to what extent a similar pattern of tensions exists. The six tensions discussed are: (1) methodology vs. content; (2) micro- vs. macro-level focus; (3) reinforcing traditional gender roles or altering them; (4) women-only vs. mixed groups; (5) alternative sector vs. work within the system; and (6) quality vs. quantity. Popular education in Nicaragua is tied to a national political project that aims at the transformation of society. The impact of popular education programs is discussed on an individual level, group level, national level, and the macro level. (24 references) (SI)

ED 315 514 CE 053 753

Bailey, Thomas
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 24p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Corporate Education; *Economic Change; Employer Attitudes; Employer Employee Relationship; Entry Workers; Futures (of Society); *Job Skills; *Labor Force Development; *On the Job Training; Postsecondary Education; Retraining; *Training Methods

Profound changes in the economy and the labor market have an effect on the role of employer-sponsored training in preparing and educating the country's work force. On the demand side of the labor market, these changes include the increase in international trade, the changing economic status of the United States relative to its trading partners, the continuing increase in the role of services in all sectors of the economy, and the diffusion of computers and sophisticated communications equipment. Supply-side developments include the increasing average levels of education and the depletion of reserves of labor, either from rural areas, from among women not engaged in paid labor, or from the relatively large cohorts of young people who can be brought into the economy at low levels. In many industries, these developments have brought about profound changes in markets, technologies, work organization, and industry structure, which in turn have reshaped human resource strategies and educational training requirements. As a result of the changes in the economy and the labor market, firm-based education will play a more important role in preparing the country's work force than it has in the past. Firms that can successfully integrate work and learning into the ongoing operation of the business will have an important advantage. (41 references.) (KC)

ED 315 527 CE 053 766

Stern, David
Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 36p.; Paper commissioned for the Conference on Outcome-Based Policy Options for Vocational Education (Washington, DC, June 1988). For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Educational Administration; *Educational Economics; *Educational Objectives; Educational Policy; *Government School Relationship; Job Training; Labor Force Development; Outcomes of Education; Postsecondary Education; Program Implementation; Proprietary Schools; Public Policy; Systems Analysis; *Vocational Education
IDENTIFIERS- Privatization
This document proposes methods by which the public purposes of postsecondary vocational education may be more effectively implemented. Part 1 reviews the public purposes of public vocational education (which are postulated as: to increase individuals' satisfaction at work; to increase the access to employment of underrepresented groups; and to increase the economy's total output of goods and services) and considers how to measure outcomes that indicate whether those purposes are being served. Part 2 describes how the multiple purposes of public vocational education conflict with one another and points out tradeoffs that become necessary when multiple purposes are pursued in a finite span of time. Analytic procedures for evaluating programs with multiple objectives are discussed. Part 3 discusses cost-benefit considerations in school-based and company-based public vocational education, describes as an example of subsidized on-the-job training a program funded by the California Employment Training Panel and located at New United Motors Manufacturing, Inc., and considers who should pay for public vocational education. A 56-item bibliography concludes the document. (CML)

ED 315 660 CE 054 317

Everett, Jim
Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 341p.; For related documents, see CE 054 316-319.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-5002-I; $36.50; student reference $8.70; worksheets $13.10).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Electric Circuits; *Electricity; *Electronics; *Electronic Technicians; Industrial Arts; *Measurement Equipment; Occupational Information; Secondary Education; *Shop Curriculum
IDENTIFIERS- Electromagnetic Theory; Ohm Law of Electricity
This guide contains instructor's materials for a nine-unit secondary school course on fundamentals of electronics. The units are conductors, insulators, semiconductors, and atomic structure; basic concepts and sources of electrical quantities; Ohm's Law; units and conversions; use of multimeters; circuits; electromagnetics and electrostatics; alternating current signals and measurements; and reactive and resonant circuits. The document begins with advice on its use and a cross-referenced table of instructional materials that show which materials in the guide (transparency masters, handouts, assignment sheets, and test items) are directed at which competencies and instructional objectives. Each unit contains the unit objective, student objectives, a list of references, notes to the instructor, lesson plans, a unit test, and answers to the unit test. The lesson plans may include a glossary, information sheets, transparency masters, job sheets, assignment sheets, and test items. (CML)

ED 315 687 CG 022 266

Horan, John J.; And Others
A World of Drug Abuse.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 51p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Alcoholism; Counseling Techniques; *Counselor Role; *Drug Abuse; Drug Education; Elementary Education; *Elementary Schools; Prevention; *School Counseling; *School Counselors; Substance Abuse

This third chapter in "Elementary School Counseling in a Changing World" contains five journal articles which focus on substance abuse prevention. "Perspectives on Substance Abuse Prevention" by John Horan, Andres Kerns, and Christine Olson emphasizes how important it is for children to be able to say "no" to drugs and provides a review of substance abuse prevention programming over the past 20 years. "Putting It All Together: Quest's Skills for Growing Program" by Hank Resnik describes a program developed by Quest International to provide substance abuse prevention to students in kindergarten through fifth grade. "Dilemma Discussion in Drug Education" by Edwin Gerler, Jr. describes a 10-session program to help middle school students progress in their reasoning about using drugs. "Moral Reasoning in Early Adolescence: Implications for Drug Abuse Prevention" by Phyllis Mohr, Norman Sprinthall, and Edwin Gerler, Jr. presents a study examining adolescent thinking as it relates to judgments about abusing drugs. "Helping Children of Alcoholic Parents: An Elementary School Program" by Ruth Davis, Patricia Johnston, Lena DiCicco, and Alan Orenstein describes a therapeutically oriented alcohol education group in elementary schools to help children cope with family alcoholism and prevent them from abusing alcohol themselves. The chapter concludes with a set of issues for elementary school counselors to consider about a world of drug abuse. (NB)

ED 315 730 CS 009 933

Nelson, Robert L.
College Students' Views of Reading.
PUB DATE- 26 Oct 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Great Lakes Regional Reading Association (8th, Cincinnati, OH, October 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Elementary Secondary Education; Family Environment; Higher Education; Oral Reading; Parent Student Relationship; Reading Habits; *Reading Instruction; *Reading Interests; Reading Research; School Surveys; Sex Differences; *Student Attitudes; *Teacher Role
IDENTIFIERS- Reading Motivation; University of Wisconsin LaCrosse
In order to get some idea of how 18- to 25-year-olds felt about some of their reading moments in school, a reading interest survey was given to 189 college students at the University of Wisconsin, LaCrosse. Females reacted more positvely to questions about the impact of teachers, home life, and methods on their feelings for reading. Oral reading was disliked by these students when they were in elementary school, and assigned readings were disliked most in high school. The factor listed most often as influencing the development of a real love of reading was caring teachers who were models of reading to their classes, and whose love for reading was apparent. Recommendations based on the survey include: (1) reading materials need to be interesting and life-like; (2) reading groups should be modified and possibly changed frequently enough so that a student is not stigmatized; (3) oral reading should be carefully watched and purposefully used; (4) an attempt should be made to promote reading in the home; (5) teachers must care about students and show that they care; and (6) teachers need to be models of reading. (The survey results and a list of books that left a lasting impression on the students are attached.) (RS)

ED 315 745 CS 009 954

Askov, Eunice N.
Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
PUB DATE- 10 Sep 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Courseware; Instructional Effectiveness; Literacy Education; Man Machine Systems; *Parent Student Relationship; Program Descriptions; *Reading Attitudes; Sight Vocabulary
IDENTIFIERS- Apple IIe; Education Consolidation Improvement Act Chapter 1; *Intergenerational Learning; Pennsylvania State University
The Penn State Adult Literacy Courseware project uses a "whole word" approach with some word-building activities in teaching 1,000 high frequency and functional words to adult beginning readers whose children participate in Chapter I programs. The aim of the project is to counteract the intergenerational effects of illiteracy. The courseware runs on an Apple IIe microcomputer and is interactive, branching, and responsive to the user's answers and needs. The objectives for the 1986-87 fiscal year were: (1) summative evaluation and monitoring of the courseware in parent literacy sites; (2) revision of the teacher's manual to include various models for using the courseware in parent literacy sites; (3) further development of teaching activities to facilitate the transfer of words recognized on a computer screen to recognition in print; and (4) completion of the interactive audiodisk version with formative evaluation in sites serving non-native speakers. In meeting the first objective, a group of parents and their children participated in the program. Comparison of pretests and posttests indicated that the 52 parents completing 20 hours of instructional time gained more than 1 year in reading level, compared to at least 50 hours of instructional time to make comparable gains in traditional programs. The remaining three objectives were met. Teachers in the program have noted significant attitudinal shifts in both parents and children. (RS)

ED 315 788 CS 212 233

Middle School English Language Arts: English Language Arts 8, Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 118p.; For other curriculum guides in this series, see CS 212 231-232. Occasional small print and some drawings will copy marginally.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Guides; *English Instruction; Grade 8; *Honors Curriculum; Instructional Development; Junior High Schools; *Language Arts; Middle Schools; Public Schools; *Reading Instruction
IDENTIFIERS- Fort Worth Independent School District TX

Intended as a resource for instructional planning, this grade 8 language arts curriculum guide purposes to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The guide is in five major sections. The first section, Middle School English Language Arts, presents acknowledgements, rationale and purpose, philosophy, goals and objectives, basic assumptions, points to consider, and prerequisites/entry criteria for honors courses. The guide's second section, English Language Arts 8, includes objectives, recommended course sequence, scope and sequence, activities, a sample unit, and suggested core literature pieces. The guide's third and fourth sections, Honors English Language Arts 8 and Honors English Language Arts/Reading 8, list objectives for these areas. The fifth section, English I, contains objectives, recommended course sequence, scope and sequence, activities, and a sample unit. An addendum contains a 25-item bibliography; an outline of essential elements in English language arts; a 48-page section on resources, strategies, and planning; and a teacher response form. (SR)

ED 315 803 CS 506 968

Tompkins, Phillip K.
Kenneth Burke's "Missing" Ethic.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at ..." (150)
DESCRIPTORS- *Ethics; Rhetorical Criticism; Science and Society; *Symbolic Language; *War
IDENTIFIERS- *Burke (Kenneth); Passivity; Relativism; Symbolic Action
In examining Kenneth Burke's maxim "ad bellum purificandum" (translated as "the purification of war"), it seems plausible to infer that Burke's entire system of thought was based on his outrage toward war and the misuse of symbols that makes war possible. Burke saw his criticisms of war not as mere passiveness but rather as symbolic action. Burke's writings also reflect warrantable outrage at the counter-nature created by technology. This suggests that Burke's failure to compile his views into a single form or "ethic" can be traced to his belief that Richard Weaver had already incorporated Burke's ideas into a work of his own. Although Burke left no ethic to which to appeal for answers, it is inconceivable that he would have his work read as an amoral call for ethical relativism. (SG)

ED 315 552 CE 053 943

Caesar, Joseph; And Others
About Our Jobs.
La Salle Univ., Philadelphia, PA. Urban Studies and Community Services Center.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Employment; Employment Potential; *Employment Problems; Entrepreneurship; Entry Workers; Job Skills; *Literacy Education; Personal Narratives; *Unemployment; *Unskilled Workers
The true stories in this collection are based on the employment experiences of four people. Some of the stories were written in the context of their participation in the LaSalle Adult Learning Project. Some come from interviews that were then transcribed and edited into a form that could most easily be shared with other adult learners. A number of themes around employment and unemployment run through the variety of experiences recounted by the four people. Each remembers moments in his or her personal history when being out of work was a positive step toward something better. Issues of self-respect and personal development are raised: questions of what it means to pick up roots in the course of seeking employment; to say no to a dangerous or disrespectful work situation; to take more responsibility on the job; to work for oneself. Stories are illustrated with photographs. (KC)

ED 315 566 CE 054 027

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 35p.; For related documents, see CE 054 026-030.
GRANT- H133D80006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Vocational Education; *Demonstration Programs; *Disabilities; *Job Placement; *Performance Factors; *Rehabilitation Centers; Success; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This manual was prepared by the Regional Rehabilitation Exchange (RRX) project to assist rehabilitation and independent living organizations and programs in submitting information to gain recognition as an exemplary program model for job placement services. The manual is intended for programs and organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. RRX job placement services include any services that result specifically in the placement of persons with disabilities in competitive employment positions. Such services may be targeted to persons with a wide range of disabilities, including learning disabilities, mental retardation, mental illness, and/or physical disability. The manual provides information about the background and purposes of the RRX, identifies the scope of the RRX project, lists the prerequisites and criteria for validation, describes the RRX validation process, identifies 10 critical factors (program goals and objectives, target population, documentation and good recordkeeping, success rate, cost effectiveness, comprehensiveness, evaluation criteria, staffing patterns, transportability, and innovativeness) used in determining exemplary programs, provides information on completing the Information Request Form, and identifies implications for validated programs. A completed sample Information Request Form for job placement services is included. (CML)

ED 315 579 CE 054 050

AMT's Position on Physician's Office Laboratories.
American Medical Technologists, Park Ridge, IL.
PUB DATE- Apr 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Certification; *Laboratory Procedures; *Medical Technologists; Physicians; Position Papers; *Professional Associations; *Quality Control; *Standards
IDENTIFIERS- *American Medical Technologists

The following standards are affirmed by the American Medical Technologists organization: (1) regardless of the size of the laboratory setting, the patient deserves the highest quality of laboratory service available; (2) certified personnel should be employed by physicians in office laboratories; (3) quality control should be mandatory and supported by an appropriate proficiency-testing program; (4) regardless of the setting, all laboratories should be measured against one set of regulations; (5) the kind and amount of testing done in a physician's office laboratory should determine the type of certified personnel necessary to do the job; (6) those responsible for the management of the physician's office laboratory should recognize and acknowledge testing limitations and use the resources of reference laboratories when necessary; (7) medical technologists should be used as consultants to physician's office laboratories when the scope of testing performed and equipment utilized go beyond the capability of the individuals employed in the facility; and (8) the laboratory should be directed and supervised by a physician, a recognized Medicare laboratory director, or a certified medical technologist. Five important issues are: (1) type of tests to be performed and by whom; (2) quality control and proficiency testing; (3) minimum personnel qualifications; (4) suggestions on how criteria could or should be enforced and by whom; and (5) in-house testing or the use of reference labs. (CML)

ED 315 605 CE 054 144

Olivier, Peggy; And Others
Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
PUB DATE- Dec 89
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Career Education; *Dropout Prevention; Dropout Programs; Dropouts; *High Risk Students; *Integrated Curriculum; *School Holding Power; Secondary Education; *Special Needs Students; State Curriculum Guides
IDENTIFIERS- *California
The Special Needs Unit of the Career-Vocational Education Division, California State Department of Education, began sponsoring a secondary school project in 1985 to combat California's high dropout rate. Eight secondary school sites in six districts were selected to develop schoolwide, integrated, career-oriented curriculum that would use the State Model Curriculum Standards and Frameworks for both academic and vocational subject areas. Technical assistance, guidance, and inservice workshops were provided by personnel from the University of California and the State Department of Education. School philosophies changed, curriculum review occurred in all areas, and business and industry and other community representatives became more involved in local education. Each school's main emphasis was to improve career-vocational education programs for disadvantaged students, although school personnel accurately anticipated that this would also benefit all students. Project personnel expected that by improving academic and career preparation, students would remain in school and thereby attain sufficient skills for higher education, employment, personal growth, citizenship, and ethical development. These expectations were met best at the schools that completed most of 42 project objectives and are evidenced by statistics such as the following from one school: (1) dropout rates decreased from 16 percent to 11 percent; (2) attendance rates increased by 1.8 percent; (3) teen pregnancies decreased by 50 percent; and (4) suspension days decreased by 84 percent. High school came to be viewed as a preparation for careers either at the completion of high school or through further education. (CML)

ED 315 619 CE 054 174

Bo, Yu; Yan, Xu Hong
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-92-803-1132-8
PUB DATE- 88
NOTE- 117p.
AVAILABLE FROM- Unesco International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Foreign Countries; Higher Education; Industrial Education; *Inservice Education; *Labor Force Development
IDENTIFIERS- *China; *Workers Colleges (China)

A case study of the workers' colleges in China was undertaken by the Central Institute for Educational Research in Beijing and the Unesco International Institute for Educational Planning in Paris. Workers' colleges provide formal higher education for inservice workers with either full-time or diverse patterns of part-time studies, and the study programs are roughly comparable to those in regular institutions of higher education. The survey was conducted in 1983 in 10 workers' colleges. The following topics were examined across colleges: (1) background and training objectives; (2) entrance requirements; (3) size; (4) curriculum; (5) teaching faculty; (6) building and facilities; (7) expenditures; and (8) leadership and management. Analyses tended to show that workers' colleges had played an important role in China in that they are a means of improving the existing labor force through a form of inservice training; are sensitive to real work force needs; provide a viable "second route" to higher education; mobilize local resources; and provide for efficient use of resources. (The report begins with a general description of adult education in China, including at least eight types of recognized adult higher education; the higher education system in China; the complex framework of adult higher education; and workers' colleges in general. A brief statement of recent developments in adult education is included. The report, which included 39 tables, concludes with two appendices. The appendices contain a list of information collected on graduates and a list of innovations introduced by graduates of one workers' college.) (CML)

ED 315 634 CE 054 203

History of Adult Vocational Education in New Brunswick.
New Brunswick Dept. of Education, Fredericton (Canada).
PUB DATE- 89
NOTE- 16p.; For a related document, see CE 054 158.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Programs; *Adult Vocational Education; Educational Change; *Educational History; *Educational Legislation; *Educational Philosophy; Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Postsecondary Education; *Program Development
IDENTIFIERS- *New Brunswick

This paper traces the development of adult vocational education in New Brunswick from its beginning in 1918 to the present. Highlights summarize the adult vocational history before confederation and to World War I, when the first Vocational Education Act was passed in 1918. The paper then summarizes the events of World War I and the Depression years, World War II and the post-war years, and the 1960s to the present. A comparison of the 75 years shows that in 1918, 1,434 students were served, whereas in 1989, the number was more than 46,000. Courses increased from 26 to 162, and the number of full- or part-time teachers increased about 25 times. The budget went from $26,056 in 1918 to more than $88 million in 1989. The paper concludes that the pioneers of adult vocational education were strong, forward-looking persons who saw its potential and were determined to realize it. Early legislation and programs were sufficiently broad and flexible to allow the service to grow and adapt to changing circumstances as more resources became available, training needs changed, and technology offered varied delivery systems. Finally, the paper states that funding has been and will continue to be a challenge for adult vocational education and that delivery methods for adult programs will grow with new technology to meet future needs. (KC)

ED 315 673 CG 022 252

Issues Affecting Crime Victims: Background, Current Status, and Implications for Older Persons.
American Association of Retired Persons, Washington, D.C.

PUB DATE- 89
NOTE- 59p.
AVAILABLE FROM- American Association of Retired Persons (AARP), 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13707, first 50 copies free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Courts; *Justice; Laws; Older Adults; *Victims of Crime

This packet contains summaries of issues concerning provisions of law affecting victims and their involvement in the criminal justice system. The packet opens by stating that unless victims and witnesses come forward and report criminal activity to law enforcement authorities and are subsequently willing to testify and endure cross-examination in court, the criminal justice system cannot function. A major problem has been that as the law evolved criminal justice authorities unintentionally began to place emphasis on offenders with the result that victims were underserved. Since 1982, however, there has been some restoration of balance to the justice system in the United States and the issue summaries contained in this packet reflect the status of federal and state efforts to respond to the needs of victims. For each of these topics a paper is included which states the issue involved and gives the background of the issue, current status of the issue, and staff commentary. The issues are: (1) victims' bill of rights; (2) funding to support victim assistance programs; (3) victim compensation; (4) restitution; (5) victim impact statements; (6) victim participation at key points of judicial processes; (7) protection from intimidation; (8) amendments to bail laws; (9) restriction of victims' address information; (10) confidentiality of victim counseling; (11) funding for treatment of victims of sexual assault; (12) admissibility of hearsay testimony at preliminary hearings; (13) speedy disposition/trial; (14) notification to victims of court schedule changes; (15) secure waiting areas in court settings; (16) victim attendance at trial; (17) employer/creditor intercession; (18) return of property; (19) victim participation in parole hearings; and (20) prohibitions on profit from criminal activity. Sources of information are included. (ABL)

ED 315 701 CG 022 282

Sprik, Jeanette
Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; *Computer Software Reviews; Computer Uses in Education; *Counseling; *Counseling Services; Educational Technology; Expert Systems; Information Systems
IDENTIFIERS- ERIC Digests
This digest describes the "Counseling Software Guide" (Walz and Bleuer; 1989). It summarizes the contents of the guide: (1) general information about the use of computers in counseling; (2) practical guidelines on what to look for in software; (3) an overview of trends and developments in availability and use of software; (4) an overview of the range of software programs available on a particular topic; and (5) information on specific software programs. (TE)

ED 315 759 CS 212 140

Forman-Pemberton, Carol
"Being There" with Kevin Tucker. Report Series 2.5.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 23p.; For other reports in this series, see CS 212 137-143.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Classroom Techniques; *Discussion (Teaching Technique); Grade 11; Grade 12; High Schools; *Literature Appreciation; Qualitative Research; *Reader Text Relationship; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship; Teaching Models
IDENTIFIERS- Being There (Kosinski) Teacher Researchers
One of a series of six portraits of high school literature classrooms, this paper gives a detailed, evocative characterization of how one "master teacher" (Kevin Tucker) introduced, undertook, and guided the study of literature, focusing in particular on how the teacher interacted with students in the context of discussion of a literary work in class. The paper recounts how a teacher-researcher observed an instructional unit of literature by (1) conducting taped interviews with the teacher as well as with his students; (2) gathering lesson plans, study guidelines, and assignments related to the instructional units to be observed; and (3) making videotapes of the classes involved; and finally (4) writing a narrative account of what had been observed in the class and what its significance appeared to be. The paper describes an elective for juniors and seniors entitled "Literature and Politics," noting the teacher's remarkable consistency in stated goals and actual methodology, his very structured work in class while creating an atmosphere of total freedom, and students' absorption in the class effort. (SR)

ED 315 774 CS 212 211

Purves, Alan C.; And Others
How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
REPORT NO.- ISBN-0-8013-0382-6
PUB DATE- 90
NOTE- 189p.
AVAILABLE FROM- Order Dept., Addison-Wesley-Longman, Jacob Way, Reading, MA 01867 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Adolescents; Classroom Environment; *English Curriculum; *English Instruction; Evaluation Methods; *Literature Appreciation; *Reader Response; Reader Text Relationship; Secondary Education; Theory Practice Relationship; Visual Learning
IDENTIFIERS- Cultural Literacy; Literary Canon

Written in the same spirit as the earlier edition but thoroughly revised and updated, this book is designed to make teachers aware of reader-response theory and its implications for literature instruction and curriculum. The book demonstrates how a response-centered curriculum brings students to a greater understanding of all forms of literature in today's culture and helps them engage in clearer, sharper thinking. The edition includes new chapters on the nature of adolescence; the cultural literacy movement and the insistence on teaching theory; the effects on literacy of television, video recorders, and computers; and more attention to standardized tests and how teachers can deal with them. (RS)

ED 315 818 CS 507 056

Dowling, Ralph E.
The Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
PUB DATE- Mar 88
NOTE- 41p.; Paper presented at the Conference on Communication in Terrorist Events: Functions, Themes, and Consequences (Boston, MA, March 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Foreign Countries; Mass Media Role; *News Media; Political Attitudes; Political Power; Research Design; Research Methodology; *Rhetoric; Rhetorical Criticism; *Speech Communication; *Terrorism
IDENTIFIERS- *Media Coverage; Political Rhetoric; Rhetorical Theory
Based on the premise that existing research into terrorism shows great promise, this paper notes that, despite widespread recognition of terrorism's communicative dimensions, few studies have been done from within the discipline of speech communication. The paper defines the discipline of speech communication and rhetorical studies, reviews the few existing rhetorical studies of terrorism, and goes on to show the ways in which a rhetorical perspective would alter and improve research carried out from other perspectives. The paper concludes that the rhetorical perspective has much to offer the future interdisciplinary study of terrorist phenomena. A 119-item bibliography of basic sources in rhetoric and the rhetorical dimensions of terrorism is attached. (Author/SR)

ED 315 831 CS 507 078

Benson, Thomas W.
Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Academic Freedom; Faculty College Relationship; Faculty Publishing; *Freedom of Speech; Higher Education; Personal Autonomy; *Scholarly Journals; *Speech Communication; Writing for Publication
IDENTIFIERS- American Association of University Professors
Traditional conceptions of academic freedom in higher education are based on the 1940 statement of the American Association of University Professors. Sanctions were most typically administered hierarchically: administrators, perhaps pressured by forces outside the institution, punished offending faculty by denying or revoking tenure. Based on the experiences of one editor, classic assaults on academic freedom have not been a problem. In the culture of scholarly publication, the gatekeeping process results in the rejection of 80% to 90% of manuscripts submitted. The issue of merit, even with a process of blind reviewing, can and does result in decisions in which political judgments are invoked: (1) In speech communication, although a variety of politically correct sentiments may be expressed, there is a tendency to actively discourage the statement of political views. (2) In a field full of diverse and developing research and epistemological paradigms, manuscripts may be rejected for what their authors might regard as having to do with the politics of inquiry. It is not clear whether these should be regarded as potential violations of academic freedom or as matters of legitimate professional practice about which differences must continue to exist. In general, it appears that limits upon academic freedom in speech communication are either self-imposed or are administered by colleagues and peers through the process of blind reviewing, rather than by being imposed from without by administrators or the external society. (Fifteen notes and 25 references are attached.) (Author/MG)

ED 315 846 EA 021 510

Anderson, Stuart A.
Successful School Board Meetings. 1989 Revised Edition.
Illinois Association of School Boards, Springfield.
PUB DATE- 89
NOTE- 81p.; For earlier edition, see ED 226 479.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Boards of Education; *Decision Making; Educational Development; *Educational Improvement; Elementary Secondary Education; Participative Decision Making; *Problem Solving; School Districts
IDENTIFIERS- *Illinois
A school board meeting serves several purposes. It is important that school boards be successful and effective governing bodies. This means becoming more efficient in conducting routine business; improving their ability to reach constructive decisions and to solve problems; making their meetings a source of good will among members, students, and community; and developing written policy and procedures for conducting board meetings and following them. This handbook is intended to help school boards become more effective governing bodies and introduces the school board member to the laws regulating the conduct of school board meetings in the state of Illinois. The book is divided into 10 sections: (1) organizing the school board; (2) some legal requirements in Illinois; (3) planning the meeting; (4) conducting the meeting; (5) duties and responsibilities; (6) recording the meeting; (7) making and monitoring school board decisions; (8) dealing with the public; (9) dealing with the news media; and (10) evaluating the school board meeting. A table of exhibits, a table of sample policies, and 10 related articles are appended. (SI)

ED 315 861 EA 021 570

Osborne, Millie D., Jr.; Seaberg, John J., Jr.
A Statewide Plan for School Improvement. The Oklahoma LEAD Project.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Administrators; Elementary Secondary Education; *Inservice Education; *Leadership Training; *Management Development; Professional Development; *Professional Training; School Based Management
IDENTIFIERS- *Oklahoma LEAD Project
Various organizations in Oklahoma that had an interest in administrator preparation, certification, and professional development pooled their efforts and worked collegially to apply for and use the state Leadership in Educational Administration Development (LEAD) grant for the professional improvement of state school administrators. The LEAD Project's service focus was to develop and implement a research-based leadership skills training model to improve practicing administrators' effectiveness with preference given to beginning principals, women, and minority group members. Areas of concern addressed by the project are processes for administrative leadership, and procedures for professional development. The first year of operation of the LEAD Project led to the development of the framework of two instructional modules that complement the state-mandated "Oklahoma Minimum Criteria for Effective Administrative Performance." In the fall of 1988, the first completed instructional module, "Site-Based School Management," was used to train 55 Oklahoma administrators in 11 sites; these administrators will be furnished with materials to train others from their respective regions this year. An example of success in using current research to design and implement training strategies for school administrators, the Oklahoma LEAD Project uses quality circle concepts by involving in the process those who will use the end product. (6 references) (KM)

ED 315 875 EA 021 601

A Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
Ohio Education 2000 Commission, Columbus.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College School Cooperation; *Educational Finance; *Educational Objectives; Educational Quality; *Educational Trends; Elementary Secondary Education; *Excellence in Education; *Futures (of Society); Higher Education; National Surveys; Public Schools; Teachers; Testing; Vocational Education
IDENTIFIERS- *Ohio

On February 3, 1988, the Citizens Commission set forth the Ohio Challenge: Education 2000, an overall plan to move Ohio's public education system into the 21st century. This report reviews the findings of the Ohio Education 2000 Commission and numerous national studies. The members have attempted to define for the citizens of Ohio the specific steps that need to be taken to reach the goal. Specific topics discussed include accountability, college preparation, testing, deregulation, teachers, disadvantaged children, pregnant teens, school finance, vocational education, business/school collaborations, higher education, precollegiate education, and school organization. (SI)

ED 315 890 EA 021 629

Rosow, Jerome M.; And Others

Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.

Work in America Inst., Scarsdale, N.Y.
REPORT NO.- ISBN-1-55542-158-X
PUB DATE- 89
NOTE- 353p.
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 350 Sansome Street, Floor 5, San Francisco, California 94104 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; Creative Teaching; *Educational Change; Elementary Secondary Education; *Labor Relations; School Based Management; *Teacher Administrator Relationship; *Unions; *Urban Education
IDENTIFIERS- Educational Restructuring; *Empowerment

This book--presenting the results of a 2-year policy study by the Work in America Institute--reveals how teachers and administrators can work together to raise educational standards and achieve continual improvement in grading, curriculum, instructional techniques, discipline, hiring and evaluation procedures, and inservice training. Part 1 summarizes the Work in America Institute's policy study, "The Teacher: Ally in Educational Reform," and offers 21 recommendations. The second part, written by 12 contributing authors, consists of 11 case studies of exemplary schools and school districts. The report in part 1 guides decision-makers in educational management and teachers' unions through the process of building new labor-management alliances for urban schools. Chapter 1 argues the need for such alliances; chapter 2 refutes the belief that teachers and unions are obstacles to reform. Chapter 3 details ways to alter traditional teacher-administrator relationships. Chapter 4 outlines procedural lessons from private-sector experience. Chapter 5 warns about the perils of sloganizing about educational reform, while chapter 6 designates state legislators and boards of education as "management" capable of forming alliances with teachers. Chapter 7 offers concluding remarks, and chapters 8 through 18 fully describe the exemplary reform cases. An index is provided, along with 78 references. (MLH)

ED 315 540 CE 053 787

Rosenbaum, James E.
Linkages between High Schools and Work: Lessons from Japan.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 44p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Aspiration; Education Work Relationship; *Employer Attitudes; Employment Qualifications; Foreign Countries; Grades (Scholastic); *Job Placement; *Personnel Selection; *School Business Relationship; *Student Employment; Success
IDENTIFIERS- *Japan
A study examined the way Japanese schools help their students find jobs and considered whether those aspects that seem to account for their success would be desirable and applicable in the United States. Hiring occurs in a three-step process in Japan. First, Japanese employers assign a certain number of jobs to a high school, depending on their relationship with the school. Second, school staff select students to nominate for these jobs. Third, employers interview nominees and make final selections. That third step is very important in the United States but is the least important of the steps in Japan, where 81 percent of the applicants are hired when they are first nominated and, of those rejected, 85 percent are hired by the second firm for which they are nominated. Students essentially compete academically for jobs, since grades are the primary determinant of whether a student receives a nomination from school staff. In cases where schools fail to send them qualified workers, employers stop offering jobs through that school. Two advantages of the Japanese system are that employers have a clear picture of the grades their potential employees received and the students have a good incentive for keeping their grades up. In the United States it appears that job placement programs can improve work entry but the benefits are not long lasting and do not improve wage rates or job quality. The counselors and other staff at many public high schools in the United States are ambivalent about whether it is to their students' and the public's advantage to build strong links with businesses. A great deal more research should be conducted to determine whether the Japanese system of job placement would work in the United States. (A 46-item bibliography concludes the document.) (CML)

ED 315 593 CE 054 068

Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 2 Aug 89
NOTE- 202p.; Serial No. 101-24. Frequent reduced-image pages.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Compensation (Remuneration); Educational Administration; Educational Policy; Education Work Relationship; *Fringe Benefits; *Government School Relationship; Military Personnel; Public Agencies; Retirement Benefits; *Veterans; *Veterans Education
IDENTIFIERS- Congress 101st

This document describes a hearing to review a report of the Commission to Assess Veterans' Education Policy, which was established by Congress in 1986, and the initial response from the Department of Veterans Affairs (DVA), which administers education and training programs. Following the opening statements by Congressmen Timothy J. Penny and Christopher H. Smith, statements by the following individuals appear: (1) Janet D. Steiger, Commission to Assess Veterans' Education Policy; (2) Grady W. Horton, DVA; (3) Lynn Denzin, National Association of Veterans Program Administrators; (4) Samuel J. Walsh, American Legion; and (5) John C. Bollinger, Paralyzed Veterans of America. The document's appendix contains the written testimony of Janet D. Steiger; recommendations of the Commission to Assess Veterans' Education Policy; a statement by Grady W. Horton; and "An Interim Report on Veterans' Education Policy," prepared by the Veterans Benefits Administration of the DVA. The interim report contains appendices that include comments from the Administrator's Educational Assistance Advisory Committee, cost estimates for positions with which the Veterans Administration is in agreement, and draft legislation. Next in the document are testimony from Lynn Denzin; statements from the American Legion delivered by Samuel J. Walsh and Richard S. Christian; a statement from John C. Bollinger; the testimony of Congressman Douglas H. Bosco; a statement by Robert L. Alvarez, Military Order of the Purple Heart; written committee questions from Timothy J. Penny and Christopher Smith and responses to them; and responses from Lynn Denzin to questions that resulted from the hearing. (CML)

ED 315 648 CE 054 232

Hartley, Nancy; Lehmann, Jean
Resource Guide to Supplemental Services.
Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- Oct 88
NOTE- 466p.; Appendixes printed on colored stock.
AVAILABLE FROM- Occupational Special Needs, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Community Programs; *Disabilities; *Disadvantaged; Educational Resources; English (Second Language); Federal Legislation; Limited English Speaking; Postsecondary Education; Program Evaluation; *Pupil Personnel Services; Pupil Personnel Workers; Secondary Education; State Legislation; State Programs; Student College Relationship; Student Evaluation; *Student Personnel Services; Student Personnel Workers; Student School Relationship; Two Year Colleges; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Colorado
This resource guide establishes guidelines for the effective development, implementation, and management of a supplemental services program to serve disadvantaged, handicapped, and limited-English-speaking students in vocational education programs (especially in Colorado). The guide provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, sample forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. The nine chapters of the guide cover these facets of a supplemental services program: (1) overview of supplemental services; (2) related legislation; (3) role and function of supplemental services coordinators; (4) vocational assessment; (5) secondary-level program implementation; (6) postsecondary-level program implementation; (7) advisory committees; (8) public relations; and (9) program evaluation, reporting, and funding. An 81-item bibliography concludes the guide. Relevant appendixes are attached to each chapter. (KC)

ED 315 661 CE 054 318

Carter, Ed; Murphy, Mark
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 216p.; For related documents, see CE 054 316-319.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-5003-1: $17.25; student reference $7.50; worksheets $6.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; *Digital Computers; Educational Objectives; *Electric Circuits; *Electricity; *Electronics; *Electronic Technicians; Industrial Arts; Logic; Occupational Information; Secondary Education; *Shop Curriculum
IDENTIFIERS- *Digital Logic; Integrated Circuits; Random Access Memory; Read Only Memory
This guide contains instructor's materials for a 10-unit secondary school course on digital logic application. The units are introduction to digital, logic gates, digital integrated circuits, combination logic, flip-flops, counters and shift registers, encoders and decoders, arithmetic circuits, memory, and analog/digital and digital/analog conversions. The document begins with advice on its use and a cross-referenced table of instructional materials that show which materials in the guide (transparency masters, handouts, assignment sheets, and test items) are directed at which competencies and instructional objectives. Each unit contains the unit objective, student objectives, a list of references, notes to the instructor, lesson plans, a unit test, and answers to the unit test. The lesson plans may include a glossary, information sheets, transparency masters, job sheets, assignment sheets, and test items. (CML)

ED 315 717 CG 022 310

Tucker, M. Belinda; Mitchell-Kernan, Claudia
Psychological Well-Being and Perceived Marital Opportunity.
PUB DATE- 13 Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Attitudes; *Blacks; Cultural Differences; Depression (Psychology); *Females; Latin Americans; Life Satisfaction; Loneliness; *Marriage; *Mate Selection; *Perception; Well Being; Whites
IDENTIFIERS- *Mate Availability
The psychological consequences of limited marital opportunity have recently received attention. It has been argued that American women were facing a shortage of potential partners and that this situation was associated with a range of social phenomena, including changes in the value of marriage and family. This study examined the relationship between perceived marital opportunity and psychological well-being, as measured by depression, anxiety, loneliness, life satisfaction, and relationship satisfaction, using women's data from the 1989 Southern California Social Survey. Data from approximately 300 single women were included. Partial correlations between mate availability and well-being indicators, controlling for age, income, education, and value placed on marriage demonstrated that perceptions of mate availability were significantly and negatively correlated with well-being. A perceived lack of availability was associated with greater depression, anxiety, loneliness, and less satisfaction with life. The effect was strong and pervasive for Latino women and White women, but somewhat weak for Black women. Findings were interpreted as indicating that when the perception of mate availability was viewed as rooted and driven, the consequences for psychological well-being were negative. When mate availability was viewed as a systemic feature of the environment over which one had little control, mental health was not affected. (ABL)

ED 315 731 CS 009 934

Durkin, Dolores
Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 47p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Basic Vocabulary; Beginning Reading; Decoding (Reading); Elementary Education; Instructional Effectiveness; Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; Reading Programs; Reading Research; *Reading Skills
A study examined th phonics instruction that five basal reader series provide from kindergarten through grade six. The five basal programs (designated as Series A through E) that were examined are both similar and dissimilar in the recommendations they make for phonics. One series covers as many as 129 letter-sound correspondences; another covers 87. All five series pay considerable attention to consonant sounds in their kindergarten manuals and to numerous ways to spell long vowel sounds. Two of the five series deal with blending as a means for identifying words; another uses blending to emphasize whatever sound is receiving attention. Either way, the blending is done mostly by the teacher, not the children. The other two programs, neither of which identifies sounds directly, do not refer to blending. An omission in all five series is suggestions for teaching children how to use letter-sound correspondences with flexibility. Four of the five series teach a few generalizations for dividing words into syllables; the fifth series omits generalizations for syllabication. All five programs fail to deal with phonics in a way that makes its value for reading apparent to children. Instead, the programs succeed in demonstrating how phonics instruction can be a waste of time. Findings reveal the wide gap that exists between the phonics that is taught and the recommendations that are made for dealing with new vocabulary. (Seven tables of data and five figures are included.) (MG)

ED 315 804 CS 506 976

Neff, Bonita Dostal
The Most Desirable Preparation for Public Relations Professionals: Fit of Existing and Model Curriculum with Theoretical and Philosophical Developments.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Instruction; *Curriculum Design; Curriculum Problems; Higher Education; *Models; *Public Relations; Speech Communication; Theory Practice Relationship
IDENTIFIERS- Professional Concerns
This paper examines existing and model curriculums from all disciplines offering public relations courses in terms of the philosophical and theoretical developments relevant to public relations. First, the paper outlines the model curriculum derived from the 1987 study cosponsored by the Public Relations Society of America and the Association of Educators in Journalism and Mass Communication. Second, the paper analyzes, in terms of the "ideal" curriculum model, a review of 3,201 U.S. university and college catalogues, identifying 578 undergraduate departments offering public relations courses. Third, the paper focuses on P. Hamilton's survey of theory and curriculum, especially on journalism/mass communication and communication/speech communication respondents' views of theories in terms of awareness, validity, and usefulness. Lastly, the paper examines the M. Fitch-Hauser survey of public relations programs for program characteristics and confirms the large number of public relations programs in speech communication departments. The paper integrates the results into a new curriculum proposal, one that best fits a multicultural, multifunctional, and integrating model of public relations. In conclusion, the paper suggests a movement away from publics to a more cohesive approach toward the public relations professional creating a sense of community. Fifteen references are attached. (Author/SR)

ED 315 515 CE 053 754

Bartel, Ann P.
Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 19p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). Set in small type. For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; *Cost Effectiveness; Employer Attitudes; Employer Employee Relationship; *Labor Economics; *Labor Force Development; Models; *On the Job Training; Postsecondary Education; *Research Methodology; Research Needs
Very little is known about how companies make decisions about budgets for training. Previous research on employee training has focused on the impact of training on an individual's success in the labor market. Economists have also studied why employers are more likely to train certain persons than others. This study, on the other hand, uses a unique data base on human resource practices in U.S. businesses (the Columbia Business School Human Resources Survey) to study the variation in the training effort across companies. A simple economic model is used to derive several testable hypotheses about the variables that can explain why some businesses invest more in employee training than others. The role of firm characteristics as well as characteristics of the company's industry are studied. The model correctly predicted that large businesses, those with high capital-labor ratios, and those with a high proportion of internal promotions were more likely to have formal training programs. In the case of cost, however, the model performed poorly. Further research is needed to obtain alternative measures of the extent of training and its cost-effectiveness in terms of the organization. (KC)

ED 315 528 CE 053 767

Stevens, David W.
Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
Human Resource Data Systems, Inc., Columbia, MD.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 61p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Analysis; Databases; Data Collection; Employer Attitudes; Employment Level; *Employment Statistics; *Outcomes of Education; Policy Formation; Postsecondary Education; *Program Evaluation; Public Policy; Research Methodology; Secondary Education; State Programs; Unemployment Insurance; *Vocational Education; *Wages
This two-part paper attempts to establish the facts about, and to debate the merits of, using individual earnings information collected quarterly by states from employers as a source for vocational education performance assessment. The first part of the paper explores three topics: (1) who wants to know about the earnings of vocational education program leavers and why do they want to know? (2) what problems are encountered in using other available data sources that are not found in working with wage-records data? and (3) what specific data items does the quarterly wage-record source offer? The second part of the paper then examines process issues that are encountered in using the wage-record data. Brief mention is made of complementary data sources that enhance the usefulness of the wage-record data. The paper concludes that it is only a matter of time before the wage-record data are used and that procedures must be worked out for the most effective and efficient use of the data. A 31-item bibliography is included. (KC)

ED 315 553 CE 053 944

Ellowitch, Azi
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
La Salle Univ., Philadelphia, PA. Urban Studies and Community Services Center.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 87
NOTE- 104p.
CONTRACT- 98-7005
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Blacks; *Course Content; *Educational Resources; Housing Deficiencies; Housing Discrimination; *Housing Needs; Human Services; Instructional Materials; Landlords; *Literacy Education; Reading Instruction; *Reading Materials; Urban Renewal
IDENTIFIERS- 310 Project; *Pennsylvania (Philadelphia)
This curriculum was developed to give adult basic education (ABE) teachers starting points for developing their own units around housing-related issues. The texts have been chosen thematically, rather than by skill level. The materials are designed for group work--oral reading and discussion. Readings focus on housing repairs, court procedures, eviction, leases, organizing public housing tenants, tenant management, organizing the homeless, gentrification, and black urban development, especially in the Philadelphia area. The curriculum guide offers examples of how various kinds of texts can be used for teaching adult basic education. The use of poetry, fiction, interviews, newspaper articles, and technical consumer information is modeled. Appendixes list resources on housing and resources on South Africa and provide a housing code checklist, guidelines for grievance procedures, and sample letters. (KC)

ED 315 606 CE 054 146

Van Ast, John
Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
PUB DATE- 2 Dec 89
NOTE- 57p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Community Colleges; Competency Based Education; Educational Change; *Employer Attitudes; *Employment Qualifications; Faculty Recruitment; *Outcomes of Education; *Quality of Working Life; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- Iowa; *Workplace Literacy
This document considers whether postsecondary education can change the way it operates. The introduction identifies six challenges of the 1990s, including heterogeneous student populations; quality of working life competence, basic competence, employability competence, learning-to-learn competence, common core competencies, and the arts and science/vocational and technical gap; a maturing faculty; teacher effectiveness; the significance of associate degree and certificate technical education; and curriculum alignment and accountability. Two areas that will be affected by these challenges are identified: instructors' competence in dealing with curriculum and instruction and the necessity for community college administrators to develop the skills of faculty. The four subsets of basics that employers want, such as conventional basic skills and group process skills, are summarized. The paper describes three research studies designed to determine Iowa's vocational technical educators' perceived needs in two areas: (1) their need for curriculum resource materials in basics, quality of working life, and employability; and (2) their perceived need for inservice seminars on how to implement those materials. The document concludes with 11 references and a set of 34 transparency masters. (CML)

ED 315 620 CE 054 176

Educational Elements of a Comprehensive State Policy on Aging.
New York State Education Dept., Albany. Center for Educational and Cultural Opportunities for the Aging.
PUB DATE- Nov 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Aging (Individuals); *Aging Education; Cooperative Programs; Developmental Stages; *Educational Gerontology; *Older Adults; Postsecondary Education; Research Projects; Social Services; Social Support Groups; State Agencies
IDENTIFIERS- *New York

This document, a policy statement adopted by the New York State Board of Regents in 1986, describes program options to implement each of six policy directions adopted by the Regents and to be coordinated by the Center for Educational and Cultural Opportunities for the Aging. The six policy directions are (1) involve the elderly as active participants in society; (2) provide education and training opportunities for older persons; (3) enhance the coordination of services for the elderly; (4) educate students at all levels about aging; (5) train needed service providers for older persons; and (6) increase the research potential of postsecondary institutions to address the needs of the elderly. The first section describes the aging society and discusses its implications for health maintenance services, personal financial security, and personal development. The second section addresses educational policy issues and elaborates on the six policy directions adopted by the Regents. Section 3, "Framework for Action," also elaborates on the six policy directions. Section 4 describes specific program proposals that address each policy direction. A short conclusion and four appendices complete the document. The appendices contain 11 statistical tables, sample ongoing programs for the elderly, major organizations that form the service network for older persons in New York, and a 36-item bibliography. (CML)

ED 315 635 CE 054 205

White, Barbara
Technology Education: Industrial Arts in Transition.
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
PUB DATE- Feb 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Demonstration Programs; *Educational Change; Educational History; *Educational Philosophy; *Industrial Arts; *Models; Postsecondary Education; Program Improvement; Secondary Education; Technical Education; Technological Advancement; *Technology; Vocational Education
IDENTIFIERS- Jacksons Mill Industrial Arts Curriculum

During the past 10 years, the field of industrial arts, stimulated by rapid technological changes, has changed its name and its focus to technology education. Industrial arts goals chronicled from the 1920s to the present indicate an increased emphasis on the study of industry and technology, critical consumerism, and the development of intellectual processes and interpersonal behavioral skills. A study of these changes by 20-year increments reveals how the discipline has changed from one that emphasized problem solving for a particular project to one that requires the application of problem-solving skills to global situations. Although there is still considerable disagreement among teachers, teacher educators, and technologists regarding what should be the content of technology education programs, a great number of content designs expand on the four technical systems of communication, transportation, manufacturing, and construction identified in the Jackson's Mill Industrial Arts Curriculum Theory document (1981). Some exemplary programs have gained the national spotlight. Some are statewide (New York, Virginia, Illinois); some are limited to specific areas within a state, and some are school-specific. The best programs are those in which problem-solving and critical thinking experiences are provided for students. For teachers, this is a time for renewed professional commitment and growth to ensure that the technology education program takes its rightful place in the curriculum. (RC)

ED 315 688 CG 022 267

Downing, C. Jerry; And Others
A World of Child Abuse and Neglect.
American School Counselor Association, Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 37p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Abuse; *Child Neglect; Counseling Techniques; Counselor Role; Elementary Education; *Elementary Schools; *School Counseling; *School Counselors; Sexual Abuse
This fourth chapter in "Elementary School Counseling in a Changing World" contains four journal articles which focus on the issues of child abuse and neglect. "Parent Support Groups to Prevent Child Abuse" by C. Jerry Downing describes a training and supervision model developed by a parent support group for potentially abusive parents in collaboration with a training and supervision team consisting of a counselor educator, two school counselors, and a nurse practitioner. "A Profile of the Physical Abusers of Children" by Pat Alford, Don Martin, and Maggie Martin reviews the literature to develop a profile of a child abuser and discusses implications for school counselors. "A Preventative Approach to Child Sexual Abuse" by Ann Vernon and Jill Hay describes a sexual abuse prevention program which includes lessons on six different components of sexual abuse and which was designed for children in grades one through six. "Counseling Child Sexual Abuse Victims: Myths and Realities" by Lynn England and Charles Thompson describes the nature and prevalence of child sexual abuse, examines myths and realities about the topic, and presents recommendations for interviewing suspected victims of child sexual abuse. The chapter concludes with a set of issues for elementary school counselors to consider about a world of child abuse and neglect. (NB)

ED 315 702 CG 022 283

Ellis, Thomas I.
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Counseling Theories; Counselor Role; *Educational Environment; *Educational Objectives; Elementary Secondary Education; Humanistic Education; *Models; School Policy; *School Responsibility; Self Concept; *Student School Relationship; Teacher Responsibility
IDENTIFIERS- ERIC Digests; *Invitational Learning Model
This digest describes the Invitational Learning model developed by William W. Purkey, an approach that emphasizes mutual respect and human potential in every aspect of schooling. It presents a brief overview of the invitational learning concept and discusses the theoretical foundations of the model. It describes characteristics of an inviting school, inviting school policies and programs, inviting behavior in the classroom, and the invitational approach to school counseling. Advice is provided for incorporating the invitational model among principals, teachers, and counselors. (TE)

ED 315 746 CS 009 955

Hillerich, Robert L.
Whole Language: Looking for Balance among Dichotomies.
PUB DATE- 1 Feb 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (Denver, CO, January 31-February 2, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basal Reading; Childrens Literature; Educational Philosophy; Integrated Curriculum; Language Acquisition; Language Arts; Primary Education; *Reading Instruction; Reading Material Selection; *Reading Programs; Reading Teachers; Reading Writing Relationship; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Child Centered Education
Like so many slogans, "Whole Language" is a dangerous term because its meaning varies with each educator. Whole Language is not a method of teaching, nor is it a program; it is a philosophy or viewpoint. Nine major characteristics of a Whole Language approach as culled from a variety of sources, with most agreed upon by a majority of authors, are: (1) fun in reading; (2) oral language as a bridge to print; (3) risk taking; (4) use of rich literature; (5) developmental versus preconceived sequence; (6) integrating the language arts; (7) reading whole texts versus excerpts; (8) meaningful use of language versus isolated drill; and (9) reading is a natural act. While bits and pieces of method associated with the philosophy have been supported by research, little research has been done on the total. Educators are obviously in a state of flux. Educators must make every effort to ensure that the effective elements are here to stay, especially: the encouragement to modify curriculum to fit kids instead of trying to fit kids into preconceived molds; the emphasis on children doing a lot more real reading and writing; and the practice of children doing both reading and writing as communicative acts rather than devoting the majority of time to skill exercises. If children are to become independent readers, the skills they do learn need to be used in real reading. Educators need to recognize that both skill and interest are essential. (Thirty-four references are attached.) (MG)

ED 315 775 CS 212 212

Pappas, Christine C.; And Others
An Integrated Language Perspective in the Elementary School: Theory Into Action.
REPORT NO.- ISBN-0-8013-0175-0
PUB DATE- 90
NOTE- 344p.
AVAILABLE FROM- Order Dept., Addison-Wesley-Longman, Jacob Way, Reading, MA 01867 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Educational Change; Elementary Education; *Integrated Curriculum; *Language Arts; Teacher Role; Teaching Methods; Thematic Approach; *Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- Learning across the Curriculum
An integrated language perspective on teaching in the elementary school is outlined in this book. The text provides the theory on which the perspective is based and provides many examples of how it may be translated into practice. Chapter one provides the general principles of the integrated language perspective. Chapter two describes the characteristics of children and teachers in the integrated language classroom. Chapter three shows how to plan thematic units, while chapter four demonstrates how to implement these units by presenting eight prototypes in action at various grade levels and school settings. Chapter five provides a model of written genres and explains more about the reading and writing processes. Chapter six covers a range of "kid watching" procedures and techniques. Chapter seven goes into more detail about how to integrate language across various curricular areas. Chapter eight discusses in much greater detail many of the activities and routines mention in earlier chapters. Chapter nine deals with evaluation and accountability, while chapter ten provides suggestions for changing present programs in elementary schools along the integrated language perspective. (RS)

ED 315 789 CS 212 234

Lawson, Bruce, Ed.; And Others
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-1340-0
PUB DATE- 89
NOTE- 251p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 13400-0015; $10.95 members, $14.95 non-members).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grading; Higher Education; Reader Text Relationship; *Student Evaluation; Student Needs; *Teacher Role; Teacher Student Relationship; *Theory Practice Relationship; *Writing Evaluation; *Writing Teachers
IDENTIFIERS- Author Reader Relationship

Designed to raise the full range of hermeneutic concerns regarding evaluation of student writing, and to spur further research and discussion, this collection of essays focuses on a reconsideration of the interpretation and evaluation practices of writing teachers. Essays include: "A Reflective Conversation: 'Tempos of Meaning'" (Margaret Himley); "The Drama of the Text" (W. Ross Winterowd); "A Hero in the Classroom" (James Thomas Zebroski); "Learning to Read Student Papers from a Feminine Perspective, I" (Elizabeth A. Flynn); "An Analysis of Response: Dream, Prayer, and Chart" (Tilly Warnock); "Teachers as Readers, Readers as Teachers" (Patricia Y. Murray); "Asking for a Text and Trying to Learn It" (Jim W. Corder); "On Intention in Student Texts" (Sharon Crowley); "Reading Intention" (Norm Katz); "Interpreting Student Writing" (Janice M. Lauer); "Learning to Read Student Papers from a Feminine Perspective, II" (John F. Flynn); "Reading Student Texts: Proteus Grabbing Proteus" (Charles Bazerman); "On Writing Reading and Reading Writing" (Lisa Ede); "Reading a Text: Does the Author Make a Difference?" (Stephen B. Kucer); "Paper Grading and the Rhetorical Stance" (James S. Baumlin and Tita French Baumlin); "Evaluating Writing to Learn: Responding to Journals" (Richard Beach); "Imagining the Past and Teaching Essay and Poetry Writing" (Anthony Petrosky); and "Responding to Responses: Good News, Bad News, and Unanswered Questions" (Lee Odell). (RS)

ED 315 819 CS 507 057

Myers, Karen A.; Bailey, Cheryl L.
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholics; Communication Research; Community Characteristics; Community Surveys; *Group Membership; Higher Education; *Interpersonal Communication; *Organizational Communication; Peer Relationship; *Religious Organizations; Social Behavior; Young Adults
IDENTIFIERS- *Campus Ministry
This study investigated college student involvement in campus religious organizations to determine the functioning of organizational and interpersonal communication. Data were elicited through open-ended interviews with 16 members of a Catholic student center at a state university in the Midwest. Interviews were also conducted with the director, assistant director, and secretary to obtain background information about the center and its purpose. Results revealed two layers of relationships within the organization: a member identity cluster and a member authority cluster. The first consisted of the social/emotional relationships that made up the community and allowed it to achieve its goal of emotional and spiritual development of community members. These relationships revolved around individual member identity which was influenced by a number of factors, and, in turn, influenced a number of others. The second concerned the task structure and functioning of the organization. The key appeared to be the use of member authority in the delegation of tasks and establishment of task role expectations. Task role expectations differed a great deal among members, which led to differing emphases on effective completion of tasks. Findings suggest practical applications for college student personnel concerned with new student retention and for individuals involved in campus ministry. Additional research into student dissatisfaction appears to be called for. (Two figures depicting the Member Identity and Member Authority clusters are included.) (KEH)

ED 315 847 EA 021 514

Billings, Jessica C., Ed.
Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
Illinois Association of School Boards, Springfield.
PUB DATE- 89
NOTE- 167p.
AVAILABLE FROM- Publication Sales, Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($12.00 plus $2.00 postage per order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Guides; Educational Finance; Educational Innovation; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Global Approach; *Long Range Planning; Moral Development; School Community Relationship; Social Change; Technological Advancement; Technology; World Affairs
IDENTIFIERS- Illinois

The student population in the 21st century will be distinctly different both in culture and in need; the American educational system must prepare future generations for a global society. Recreating the excitement of the Education for the Twenty-First Century Symposium held in April 1989, this book is more than mere reprints of the speeches made by the 19 speakers; instead, it synthesizes the speakers' remarks--in some cases supplemented by additional research--and places them into context. The speakers at the symposium, carefully chosen to present the full array of issues and challenges that face today's school officials, did not offer blueprints for the schools of the 21st century; rather, they suggested visions of schooling for the future and they provided information and ideas to help school leaders back up the visions with long-range plans. Unlike the format of the symposium, where the speeches fell into three categories, this book is divided into five sections: "Futurevisions," "Current Issues," "Getting from Here to There," "Teaching and Learning," and "Technology." The appendix contains a list of contributors, the names of symposium committee members, and a list of the authors. (KM)

ED 315 876 EA 021 602

Radon Measurements in Schools: An Interim Report.
Environmental Protection Agency, Washington, DC. Office of Radiation Programs.
REPORT NO.- EPA-520/1-89-010
PUB DATE- Mar 89
NOTE- 38p.; For related document, see EA 021 607.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Air Flow; Air Pollution; *Educational Facilities; Elementary Secondary Education; *Environmental Standards; Government Publications; Guidelines; *Measurement Techniques; *School Buildings; *School Safety
IDENTIFIERS- *Radon

Radon-222 is a colorless, odorless, tasteless, radioactive gas that occurs naturally in soil, rocks, underground water, and air. The United States Environmental Protection Agency (EPA) and other scientific organizations have identified an increased risk of lung cancer associated with exposure to elevated levels of radon in homes. Schools in many states have also been tested for radon, and rooms with elevated concentrations have been found. EPA has developed this interim report for measuring radon in schools. The first sections of this document contain facts about radon and the health risks associated with radon exposure. The next sections summarize what is known about radon in school, and provide guidance for conducting radon measurements. The last sections describe how to interpret the measurement results and suggest techniques that can be used to reduce radon concentrations if elevated levels are found. An appendix suggests methods for placing two types of radon measurement devices so that results obtained from room to room and from school to school can be compared. State Radiation Control offices and EPA Regional Radiation offices are listed. (MLF)

ED 315 567 CE 054 028

Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 46p.; For related documents, see CE 054 026-030.
GRANT- H133D80006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Access to Education; Adult Vocational Education; *Deinstitutionalization (of Disabled); Demonstration Programs; *Disabilities; Employment Counselors; *Independent Living; Mobility; *Performance Factors; *Rehabilitation Centers; Success; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This manual was prepared by the Regional Rehabilitation Exchange (RRX) project to assist rehabilitation and independent living organizations and programs in submitting information to gain recognition as an exemplary program model for independent living services. The manual is intended for programs and organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. RRX independent living services include a broad range of services designed to improve the quality of life for persons with severe disabilities by way of organizations and programs that are controlled by the consumers of the services themselves. Such services may include housing, transportation or mobility services, living skills, counseling, community integration, and/or employment-related services. The manual provides information about the background and purposes of the RRX, identifies the scope of the RRX project, lists the prerequisites and criteria for validation, describes the RRX validation process, identifies 10 critical factors (program goals and objectives, target population, documentation and good recordkeeping, success rate, cost effectiveness, comprehensiveness, evaluation criteria, staffing patterns, transportability, and innovativeness) used in determining exemplary programs, provides information on completing the Information Request Form, and identifies implications for validated programs. A completed sample Information Request Form for independent living services is included. (CML)

ED 315 580 CE 054 051

Boe, Gerard P.; Fidler, James R.
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
American Medical Technologists, Park Ridge, IL.
PUB DATE- Mar 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Certification; *Competence; *Laboratories; Laboratory Procedures; Medical Services; *Medical Technologists; Professional Services; Research Problems; Test Reliability; *Test Results
IDENTIFIERS- *Illinois
An attempt to replicate a study of the accuracy of test results of medical laboratories was unsuccessful. Limitations of the obtained data prevented the research from having satisfactory internal validity, so no formal report was published. External validity of the study was also limited because the systematic random sample of 78 licensed laboratories (of 222) in Illinois did not include hospital laboratories, which were not licensed. The independent variable was the proportion of individuals of a given certification affiliation to the total number of personnel employed in a given laboratory. The dependent variable was reported accuracy on the College of American Pathologists proficiency tests. Data were collected from the Illinois Department of Public Health. Proficiency test data, from 1986, were available for only 27 of the laboratories in the original random sample. Personnel data were from September 1987. The time lag between proficiency test and personnel data was of primary concern regarding the internal validity of the study, as it was possible that currently employed laboratory personnel were not responsible for testing performed at a given laboratory 18 months earlier. In addition, certification status on employment records was not required by the State of Illinois. Solid evidence for the accuracy of laboratory results should be derived from comparisons made at the level of the individual, since individuals actually perform tests. (Two references are included in the document.) (CML)

ED 315 649 CE 054 235

Dean, Gary J.
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Adult Programs; Career Development; *Dislocated Workers; Industrial Psychology; Job Layoff; Job Training; *Motivation; *Participant Characteristics; *Participation; Postsecondary Education; *Retraining; *Structural Unemployment; Unemployment
This document offers a selected review of literature relevant to retraining displaced workers. A description of the economic conditions leading to the displacement of workers, the nature and scope of the displaced worker problem, and factors potentially affecting displaced workers' participation in adult education and training programs is presented. These factors are categorized into four areas: the psychological impact of involuntary job loss, career development issues, the motivational basis for participation in adult education and training programs, and the logistical factors concerning the reemployment and retraining of displaced workers. Some of the factors favorable toward dislocated workers' participation in retraining include the following: (1) ability to work through psychological stages of job loss; (2) higher self-esteem; (3) encouragement from family and counselors; (4) a future orientation; (5) having an understanding of the reason for job loss; (6) having a high internal motivation for career change; (7) being in the "late establishment" stage of career development; (8) having career aspirations; (9) awareness of the process of career planning; (10) having a high value placed on education by family of origin; (11) success in previous educational activities; (12) participation in previous adult education; (13) additional sources of family income; (14) having lower-level skills; (15) having information about training sources; and (16) being a younger and less educated worker. Thirty-three references are included. (KC)

ED 315 674 CG 022 253

National Survey of Caregivers: Summary of Findings.
American Association of Retired Persons, Washington, D.C.; Travelers Companies Foundation, Hartford, CT.
PUB DATE- Oct 88
NOTE- 79p.
AVAILABLE FROM- American Association of Retired Persons (AARP), 1909 K Street, N.W., Washington, DC 20049 (Stock No. D13203, first 50 copies free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caregivers; Costs; Employment; *Family Caregivers; Incidence; National Surveys; *Older Adults; Services

Most older Americans who have impaired ability to function avoid institutionalization because of personal care and financial assistance received from family members or friends. However, there is a void in terms of national data on the magnitude of the phenomenon, the financial costs associated with providing care, the use of services especially developed for caregivers, and the effects of caregiving on employment. To fill the void, a national caregivers survey was conducted through a random sample of U.S. telephone households (N=754). The results indicated that about 7.8 percent of all households contained a caregiver, translating into about 7 million households. Three-quarters of the caregivers were women with an average age of 45. Reasons given for becoming a caregiver included living close (33 percent); no choice because no one else would do it (25 percent); and closer relationship with recipient than others (18 percent). Care recipients were most often mothers, grandmothers, fathers, or spouses. The average time commitment was 12 hours a week. Two-thirds of the caregivers provided assistance with one or more activities of daily living. Most caregivers used at least one support service, such as home health aides. The most mentioned caregiver needs related to information about developments in medicine and health care. Most caregivers surveyed had made lifestyle changes since becomming caregivers. (ABL)

ED 315 760 CS 212 141

Marhafer, David
The Heart and Soul of the Class. Report Series 2.6.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 26p.; For other reports in this series, see CS 212 137-143.
GRANT- G008720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University at Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Classroom Techniques; *Discussion (Teaching Technique); Grade 12; High Schools; *Literature Appreciation; Qualitative Research; Reader Text Relationship; *Teacher Attitudes; *Teacher Behavior; Teacher Role; *Teacher Student Relationship; Teaching Models
IDENTIFIERS- *Steinbeck (John); Teacher Researchers
One of a series of six portraits of high school literature classrooms, this paper gives a detailed, evocative characterization of how one "master teacher" introduced, undertook, and guided the study of literature, focusing in particular on how the teacher interacted with students in the context of discussion of a literary work in class. The paper recounts how a teacher-researcher observed an instructional unit of literature by (1) conducting taped interviews with the teacher as well as with his students; (2) gathering lesson plans, study guidelines, and assignments related to the instructional units to be observed; and (3) making videotapes of the classes involved; and finally (4) writing a narrative account of what had been observed in the class and what its significance appeared to be. The paper describes a class studying John Steinbeck's "The Grapes of Wrath," and discusses the teacher's role as guide, moderator, and facilitator in a teacher-led classroom in which students feel that they play an important and valued part. (SR)

ED 315 832 CS 507 080

Keefe, Carolyn
Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
PUB DATE- 20 Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Response; Beliefs; Clergy; Communication Research; *Interpersonal Communication; *Organizational Communication; *Persuasive Discourse; Popular Culture; Protestants; Religion; Religious Organizations
IDENTIFIERS- Descriptive Research; *Graham (Billy); *Religious Fundamentalism
A study investigated evangelist Billy Graham's numerical success in using "the invitation" and the Billy Graham Evangelistic Association's (BGEA) follow-up plan to preserve the beneficial effects of Christian commitment and to minimize commitment attrition. Statistics on audience response gathered throughout Graham's ministry attest to the evangelist's unusual persuasive ability. Over two million "inquirers" have responded to the invitation for Christian commitment. Lay persons, clergy, Billy Graham, and his associates successfully use oral and written communication strategies to encourage "inquirers" to join a church, study the Bible, pray, and witness. The eight-component program includes personal counseling, Bible study correspondence, church follow-up, literature follow-up, the popular magazine "Decision," nurture groups, telephone follow-up, and a special follow-up tailored to the needs of a particular crusade area. Through the instructional components, Graham and his associates have become temporary teachers, and through their messages of encouragement they have become temporary pastors. These functions are then passed on to the local churches. A critical, summarizing study of commitment durability assessments appears to be called for, due to the considerable variance in methodological soundness and conclusions of current assessments. (Two figures illustrating phases of crusade organization and a crusade counselor's card are included; 52 notes are included.) (KEH)

ED 315 862 EA 021 572

Kiernan, Henry
Team Building: Connecting Substance to Educational Leadership.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Cooperation; *Cooperative Planning; Decision Making; Elementary Secondary Education; Interpersonal Competence; *Leadership; *Management Teams; Participative Decision Making; Power Structure; *Teamwork
Making substance the leading edge of educational leadership means building a team committed to developing strategies for achieving a vision of change; thus, the team becomes a motivating implementation network of individuals who choose to support the vision and follow it through to reality. For team building to succeed, interpersonal skills must matter. The danger exists, however, that too much emphasis will be placed on interpersonal relationships--particularly cooperation--at the expense of achieving substance. Because of increased interdependence, our vision of school leadership needs a much larger number of people who have both cognitive and interpersonal leadership skills. These skills involve the ability to perceive differences in goals and beliefs among people and the ability to implement change by motivating a network of diverse groups of individuals. But beyond increasing the substance of leadership, a degree of turbulence is necessary and expected in order to develop an effective team. Rarely are all individuals equally invested in team effort and equally prepared to plan strategies to achieve the vision; however, effective teams utilize levels of individual differences and commitment and develop an efficient unit that is both powerful and affiliative. (17 references) (KM)

ED 315 891 EA 021 633

Hart, Leslie A.
Guide to School Change.
REPORT NO.- ISBN-0-933-125-01-1
PUB DATE- 85
NOTE- 105p.
AVAILABLE FROM- Books for Educators, P.O. Box 20525, Village of Oak Creek, AZ 86341 ($12.50 plus $3.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Change Strategies; *Educational Change; *Educational Innovation; Elementary Secondary Education; Learning Motivation; Learning Theories; Pilot Projects; School Organization; Teacher Role; *Team Teaching

Whatever the past achievements of our schools, very few today bring about student learning even remotely up to the minimum requirements of a nation such as the United States; small improvements in the educational system will be of little consequence in light of the huge deficits and the country's increasing needs. Most of the large, complex plans for reform or improvement now being advocated or implemented do not address the key element of educational success: student learning. The new understanding of the human brain, "the organ for learning," enables education to have--and to work from--a comprehensive theory of learning. The concept of brain-compatible education offers a clear, practical guide for applying learning theory and for obtaining enormously better learning outcomes from all students. Additionally, educators are able to plan and to bring about school change of the magnitude necessary to produce positive learning results by using the practical and least risky "pilot method"; still better organizational structures and methods can be developed with the help of teacher and principal contributions. Finally, when students learn reliably, the other problems in education, including discipline, teacher burnout, high costs, absenteeism, and public dissatisfaction, tend to evaporate. (KM)

ED 315 516 CE 053 755

Bottoms, James E.
Closing the Gap between Vocational and Academic Education.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 32p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Competency Based Education; *Curriculum Development; *Educational Improvement; *Educational Needs; Educational Planning; *Government Role; Integrated Curriculum; Program Improvement; Secondary Education; Statewide Planning; Teacher Certification; Teacher Education; *Vocational Education; Vocational Education Teachers

An examination of the reasons for the gap between academic and vocational courses of study in secondary schools showed problems in the basic competencies of vocational completers and proposed strategies for improving them. The following issues were identified: (1) presently, there is no such thing as a vocational program of studies in the average U.S. high school; (2) vocational students experience different academic course content and lower expectations are held for them than for other students; (3) legislated minimum competencies tend to become maximum goals for vocational students; (4) the purposes of vocational education are too narrowly defined; (5) the policy structure for vocational education is weak at the local level; and (6) closing the gap between academic and vocational education will require considerable staff development. Strategies for improving the basic competencies of vocational completers include the following: (1) stressing basic competencies in vocational classrooms; (2) encouraging and requiring students pursuing vocational studies to complete higher-level academic courses; (3) raising expectations for vocational completers; (4) revising state and local policies for secondary vocational education; (5) providing students access to new academic courses; (6) using a program of study approach to connect vocational and academic studies; and (7) providing preservice and inservice preparation and certification of vocational and nonvocational teachers. State policy initiatives are needed to give leadership and direction to vocational education. (KC)

ED 315 529 CE 053 768

Tan, Hong W.
Private Sector Training in the United States: Who Gets It and Why.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 48p.; Paper presented at the Conference on Employer-Sponsored Training (Alexandria, VA, December 1-2, 1988). Small type throughout. For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; Career Ladders; *Corporate Education; *Employer Employee Relationship; Industrial Training; *Job Training; Labor Force Development; *Outcomes of Education; Skill Development; *Student Characteristics; Trainers; Training Objectives; Work Environment
This document discusses some dimensions of post-school training in the United States--who gets trained, what are the types of training, who provides it, and how training affects subsequent labor market outcomes. An introduction discusses reasons for the research questions and the reliability of existing reported measures of training. An overview describes the most important data sources which contain self-reported training measures and the limitations of this information. The overview also contains a broad description of who gets trained, by whom, the types of training provided, and estimates of how much training is provided. The determinants of training are taken up in the next section. The determinants investigated include educational attainment, industrial rates of technical change, labor market experience, race, union membership, and labor market conditions. The final section addresses the effects of training on earnings, earnings growth, and employment stability. The document includes a 30-item bibliography and an appendix with five tables. Twenty other tables appear in the text. (CML)

ED 315 541 CE 053 788

Stone, Calvin R.
Considerations in the Design of the Work and Learning Center.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 24p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, CE 053 752-774, and CE 053 783-797.
CONTRACT- 300-87-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Community Education; Disadvantaged Youth; Dropout Prevention; Dropout Programs; *Dropout Research; *Dropouts; Education Work Relationship; *High Risk Students; High Schools; *School Effectiveness; School Holding Power; *Student School Relationship; Vocational Education
IDENTIFIERS- Wisconsin (Madison)

Arguing that educational disadvantage, underachievement, and dropping out are problems that originate with schools as well as students, this document describes the Work and Learning Center in Madison, Wisconsin, that was designed to meet the needs of high school dropouts. The first section gives disadvantaged students' perspectives on the school social environment, the high school curriculum, high school completion, and work. Included are brief descriptions of relevant research findings that contribute to a theoretical framework that can guide educational planning in this area. The second section describes the Madison Work and Learning Center (WLC), begun in 1977 for severely disadvantaged students and dropouts. The section contains information on the social environment of the WLC, the WLC's graduation requirements, and community-based vocational education in the WLC's curriculum. The third section discusses barriers to effective educational planning for dropouts and potential dropouts, including a fragmented approach to school reform, the existing social dynamics of high schools, centralized curriculum planning and standards, and prerequisite courses for community-based training. A summary lists four common characteristics of successful programs such as the WLC: small (60-100) number of students; teachers' belief that they can be creative and inventive in responding to students' needs; teachers' sense of program "ownership"; and a cross-disciplinary team of teachers that fosters collegial relationships. The summary also encourages readers to imagine large high schools developing schools-within-schools that have these identified characteristics and attracting students from among those who would otherwise drop out. Five references are included. (CML)

ED 315 594 CE 054 071

Koen, Susan
Study of Adult Literacy Curricula.
Literacy Assistance Center, New York, NY.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Curriculum Design; *Curriculum Development; Educational Philosophy; Instructional Materials; *Literacy Education; *Program Design; Program Improvement; *Teaching Methods
IDENTIFIERS- *New York (New York)
A study was conducted to describe and analyze the types of curricular and instructional approaches currently being used in adult literacy programs in New York City. A small representative sample of 16 programs and 48 staff members were selected for study. Information was gathered through onsite observation and interviews with 39 staff members. Results were reported in three areas--general program features, curricular practices, and instructional approaches. A primary finding of the study was the absence of a defined educational philosophy in the majority of adult literacy programs. Intended outcomes also varied by program and staff. The structural arrangements among the programs were found to be similar, and staff and students were more similar than different. The study found a noticeable discrepancy between the conceptual definitions of curriculum given by program staff and the actual descriptions they gave of their own curriculum. A curriculum resource center was reported to be a need of many of the staff. Teacher-made and published materials were the dominant resources, although a few used student-made materials; few used computers. The study recommended that the city's programs develop a clear philosophy, require more curriculum uniformity, establish a curriculum center, and refrain from presenting curriculum development workshops, which appeared to be of little value. (KC)

ED 315 662 CE 054 319

Slack, Don
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 92p.; For related documents, see CE 054 316-318.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-5004-I: $9.70; student reference $5.45; worksheets $2.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; Educational Objectives; Electric Circuits; *Electricity; *Electronics; *Electronic Technicians; Industrial Arts; Occupational Information; Repair; Secondary Education; *Shop Curriculum
IDENTIFIERS- *Circuit Boards; *Soldering
This guide contains instructor's materials for a three-unit secondary school course on circuit construction techniques. The units are breadboarding circuits, solder/desolder circuits, and printed circuit board repair. The document begins with advice on its use and a cross-referenced table of instructional materials that show which materials in the guide (transparency masters, handouts, assignment sheets, and test items) are directed at which competencies and instructional objectives. Each unit contains the unit objective, student objectives, a list of references, notes to the instructor, lesson plans, a unit test, and answers to the unit test. The lesson plans may include a glossary, information sheets, transparency masters, job sheets, assignment sheets, and test items. (CML)

ED 315 718 CG 022 311

Mitchell-Kernan, Claudia; Tucker, M. Belinda
Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
PUB DATE- 14 Aug 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Blacks; Cross Cultural Studies; Females; Latin Americans; *Marriage; *Mate Selection; *Perception; Racial Differences
IDENTIFIERS- *Mate Availability
Traditionally the sex ratio has been the domain of demographers and social biologists. This study takes the societal phenomenon of sex ratio imbalance as context, but focuses on the social psychological impact of perceived mate availability. One-half the contents of the 1989 Southern California Social Survey was devoted to the issue of mate availability and its attitudinal and psychological correlates. Subjects (N=1,116) were adults, with Blacks and Latinos oversampled. Two indicators of perceived mate availability were ascertained: availability of opposite sex and sex ratio. The results indicated that each of the groups could be classified in terms of perceived opposite sex availability: Black women were in a situation of severe undersupply; Black men in great oversupply; Latino women in relative undersupply; Latino and White men in relative balance. For most groups the perception was a relative reflection of the actual situation. The White female situation was a bit more ambiguous. In terms of actual sex ratio, White women were far more advantaged than Black women, but perceived their situation to be one of male shortage. The root of this perception may be more reflective of gender role issues than structural conditions. (ABL)

ED 315 732 CS 009 935

Palmer, Barbara C.; And Others
An Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
PUB DATE- Aug 89
NOTE- 171p.; Project supported by the Knight Foundation. Several reprints in appendices will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Research; Educational Research; *High Risk Students; *Instructional Effectiveness; Learning Activities; Media Adaptation; Middle Schools; *Newspapers; Reading Comprehension; Reading Materials; Secondary Education; Sex Differences; *Vocabulary Development; Whole Language Approach; *Writing Evaluation
IDENTIFIERS- Newspaper in Education Program; Whole Language Approach
A study investigated the effects of using daily newspapers to supplement normal classroom instruction with at-risk secondary school students. Subjects, 627 at-risk 8th- through 12th-grade students in 41 intact classes, were assigned to one of three conditions of newspaper usage over an 18-week period. The first group received newspapers three times per week and were given related instruction using a whole language approach. The second group received newspapers three times per week without related instruction. The third group served as the control and received no newspaper supplement to normal classroom instruction. Analyses of pretest and posttest scores indicated: (1) students who received newspapers with instruction improved their reading vocabulary, reading comprehension, and writing performance more than students who received newspapers without instruction and students who received no newspapers; (2) secondary school males benefited most from newspaper usage; (3) benefits of newspaper usage increased with time; and (4) 1-day training (which had been given to the teachers of all the students) did not produce uniformly effective classroom use of newspapers among all teachers. (Nine tables of data are included; newspaper and journal articles related to at-risk students, teacher and student questionnaires, and charts of test score data are attached.) (RS)

ED 315 747 CS 009 957

Corcos, Evelyne; Willows, Dale M.
A Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
PUB DATE- 29 Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Cognitive Development; Comparative Analysis; Elementary Education; Grade 2; Grade 4; Grade 6; Letters (Alphabet); Multiple Regression Analysis; *Reading Ability; Reading Research; *Reading Skills; *Visual Learning; Visual Stimuli; *Word Recognition
IDENTIFIERS- *Orthography
A study investigated the development of information processing as it relates to the development of reading skills by studying how good readers and poor readers utilized orthographic information. Subjects, 90 good and poor readers from grades 2, 4, and 6, participated in four 30-minute sessions in which they were required to make a same/different judgment after the presentation of two letter-strings were displayed successively on the computer monitor. An analysis of variance on the accuracy and latency measures indicated: (1) orthographic information continued to develop throughout grades 4 and 6; (2) poor readers were less skilled than good readers in orthographic information usage and made more phonemic, visual, and letter-order errors; (3) all subjects were affected to some degree by the greater load placed on working memory by longer letter-strings; and (4) the role of visual processing in orthographic information usage was further supported by the results obtained on a multiple regression which included cognitive, linguistic, visual processing, and memory test measures. (Six tables and 12 figures of data are included; 15 references are attached.) (RS)

ED 315 776 CS 212 213

Crowhurst, Marion
Sixth-Graders Learn from Letter Writing.
SPONS. AGENCY- British Columbia Univ., Vancouver.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Audience Response; College School Cooperation; Grade 6; Higher Education; Intermediate Grades; *Letters (Correspondence); Student Attitudes; Student Writing Models; *Writing Improvement; Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Childrens Writing; *Pen Pals; Purpose (Composition); Writing Contexts; *Writing Development
This study was conducted to determine some of the effects of dyadic writing interactions on the writing of sixth graders, and specifically, to describe the effects of corresponding with pen pals who were students in a language arts methods course during their professional teacher education year. Twenty-seven sixth-grade students attended a school in a lower middle-class area close to the campus of the university where the teacher education students were enrolled. Each sixth grade student was paired with a teacher education student. Letters were exchanged weekly from September until December. The effect of writing to a real audience was gauged by comparing the first letters with later letters. Changes of the following kinds were most noticeable: length, syntactic complexity, paragraphing, and various communicative features (such as: openings and closings, questions, taking up topics, and expressions of appreciation). The education students found the correspondence personally rewarding and learned important things about the writing of sixth graders including an appropriate balance between formal matters and content. For the sixth-graders, the experience was rewarding both personally and as a learning experience as was evident in comments they made in their letter and in journal entries to their teacher. Both the students and their teacher considered writing to their pen pals a highly motivating activity. The sixth-graders were eager to adopt strategies that would help them communicate more clearly and effectively. (Seventeen references are attached.) (MG)

ED 315 790 CS 212 235

Atwell, Nancie
In the Middle: Writing, Reading, and Learning with Adolescents.
REPORT NO.- ISBN-0-86709-163-0
PUB DATE- 87
NOTE- 295p.
AVAILABLE FROM- Heinemann Educational Books, 316 Hanover St., Portsmouth, NH 03801 ($16.00 paperback, ISBN-0-86709-163-0; $21.95 hardcover, ISBN-0-86709-164-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Classroom Environment; Journal Writing; Junior High Schools; Reader Text Relationship; *Reading Attitudes; Reading Interests; Reading Processes; *Reading Writing Relationship; *Teaching Methods; *Writing (Composition); Writing Across the Curriculum; Writing Attitudes; Writing Improvement; *Writing Laboratories; Writing Processes; Writing Skills
IDENTIFIERS- *Childrens Writing; Writing about Literature
With important implications for all language arts teachers, grades kindergarten through 12, this book is about what one teacher and her eighth grade students learned together as collaborating writers and readers. It is also a book about adolescents themselves: how they learn, what they believe and value, and what others can learn from and about them. It offers practical details for establishing the classroom as a writing and reading workshop. Section one is explanatory and describes how the teacher questioned and changed what was happening in her classroom and began to learn from the students. Section two discusses the writing workshop, with chapters titled: "Getting Ready"; "Getting Started"; "Responding to Writers and Writing"; and "Writing Mini-Lessons." Section three discusses the reading workshop, with chapters titled: "Building a Dining Room Table, Part One--Reading Workshop"; "Building a Dining Room Table, Part Two--Responding to Readers and Reading"; and "Reading Mini-Lessons." Section four demonstrates how writers learn to write from other writers and shares five stories that show the writing and reading development of eighth grade students. Appendixes include information on materials for writing and publishing, ways to publish student work, kinds of writing from writing workshops, writing and reading surveys, favorite adolescent fiction, various forms of dialogue in journals about reading, strategies for introducing the writing process in other schools, and a list of 10 things which are happening in the best writing workshop classrooms. Sixty-six references are attached. (MG)

ED 315 805 CS 506 978

Lippard, Paula V.
Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Behavior Change; *Behavior Disorders; Behavior Patterns; *Change Strategies; Communication Research; Locus of Control; Mental Disorders; *Mental Health; *Self Efficacy; Visualization
IDENTIFIERS- Health Communication; Rotter Internal External Locus of Control Scale; *Self Defeating Behavior; Small Group Communication
An exploratory study investigated the success of a small group behavior change program in eliminating self-defeating behavior (SDB) in outpatients with chronic mental illness. Four of the six subjects were outpatients at the local mental health center but were currently not exhibiting psychotic behavior. The remaining two subjects were student interns at the mental health center who were working toward master's degrees in social work. The program utilized a variety of methods of behavior change within the vehicle of the small group. All subjects completed the following instruments: (1) Rotter's Internal-External Locus of Control Scale; (2) a specific behavior locus of control scale; and (3) an efficacy expectation scale. All subjects attended 8 weekly sessions and participated in 12 activities which were carried out each week. Follow-up scores indicated that the program was partially effective. One subject succeeded in eliminating and replacing her SDB. Three subjects reported some positive change in their SDB's at the 3-week follow-up. One subject reported an increase in frequency of her SDB. Follow-up scores did not necessarily coincide with subsequent behavior. The data of test scores, subject participation, and follow-up were examined qualitatively in the manner of a set of case studies; results were not compared statistically. (One table of data is included and fourteen references are attached. Three appendixes include: Specific Behavior Locus of Control Scale, Efficacy Expectation Scale, and Follow-up Scale on Self-Defeating Behavior Workshop.) (MG)

ED 315 877 EA 021 603

Finks, Harry
Middle School Handbook.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-71-X
PUB DATE- 90
NOTE- 70p.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 75 Federal Street, Boston, MA 02110 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Characteristics; *Adolescent Development; Grading; Junior High Schools; *Middle Schools; Parent Role; Physical Education; Scheduling; School Effectiveness; Sex Education; *Student Behavior; *Teacher Characteristics
The middle school provides a planned transition from childhood to young adulthood: it moves a student from the protective nurture of elementary school to the more depersonalized high school setting gradually, sensitively, and by design. Composed of the ideas from middle school education that each of the educators who choose this wonderful level of educational concentration seem to discover over and over again, this handbook is divided into six sections. The first and second sections introduce the middle schooler and cover the history and focus of middle schools. Section 3 discusses such topics associated with the middle school curriculum as sexuality and physical education, evaluation and grading, and scheduling. Sections 4 and 5 are dedicated to middle school educators--teachers and the principal--and the middle schooler's parents. The sixth section highlights important middle school issues including advisors, behavior, leadership and participation, mixed-age groups, multicultural education, networking, and transition. Intended to become a workbook for each of its readers, this document has wide margins to make room for personal stories and anecdotes. Topics covered in the appendices include learning and learners, boldness, middle school teachers, parent peer groups, middle and upper school cooperation, and the resources used for this document. (KH)

ED 315 554 CE 053 945

Adult Learning Center Curriculum Activities.
City Univ. of New York, Bronx. Herbert H. Lehman Coll. Inst. for Literacy Studies.
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; *Classroom Techniques; *Educational Resources; Instructional Materials; *Learning Activities; Literacy Education; *Teaching Methods
IDENTIFIERS- *City University of New York Lehman College

These curriculum materials were collected from teachers in the Lehman College Adult Learning Center (New York). They include various activities and resources, such as a series of questions about the aims of teaching adults, a list of sources for adult basic education (ABE) materials, poems, and autobiographical materials. Teaching suggestions and activities are offered with the materials. (KC)

ED 315 607 CE 054 147

Hoachlander, E. Gareth; Tuma, John E.
Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY- Delaware State Dept. of Public Instruction, Dover.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Nov 89
NOTE- 78p.
GRANT- V051A80004-89A
AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order No. MDS-204).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; *Dual Enrollment; Educational Administration; Governance; High Schools; Institutional Cooperation; *Regional Schools; Resource Allocation; *Shared Resources and Services; Student Transportation; Vocational Education; *Vocational High Schools
IDENTIFIERS- *Delaware

A study was undertaken to determine whether Delaware should attempt to maintain two shared-time area vocational schools or whether the schools should be converted to full-time vocational high schools. A number of state and local officials, including all of the superintendents in Kent and Sussex Counties, were interviewed and documents were reviewed. Among the findings were that the arrangements for operating shared-time vocational-technical schools were not working and enrollments at both vocational-technical schools were down more than 40 percent from peak levels in 1977-78. Factors contributing to the declining enrollments included a general decrease in secondary school enrollments of approximately 20 percent, increased graduation requirements, higher rates of students' failing required courses, structure of the curriculum, lack of communication and integration between sending schools and area schools, structure of the funding system, transportation conflicts, inadequate attention to extracurricular activities, and incompatible governance structures. The most significant explanation was considered to be the combination of independent governance with a "win/lose" funding system that created competition for students that greatly inhibited cooperation and coordination among districts. It was felt that without forceful state action, enrollments at the shared-time schools would almost certainly continue to decline; however, conversion to full-time schools was not considered a guaranteed improvement. (The document includes an eight-page appendix of simulation summaries.) (CML)

ED 315 621 CE 054 178

Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
South Carolina State Dept. of Education, Columbia. Office of Adult Education.
PUB DATE- 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Adult Students; Beginning Reading; Critical Thinking; Daily Living Skills; Decoding (Reading); High Interest Low Vocabulary Books; *Literacy Education; Phonics; Reading Comprehension; *Reading Instruction; *Reading Materials; *Reading Material Selection; Tutoring
IDENTIFIERS- South Carolina

This scope and sequence chart was developed in South Carolina to aid adult literacy tutors. The chart is divided into four strands that represent the major components of reading: phonics; comprehension/critical thinking; communication; and life skills. Each strand is divided into skill areas that were considered to be major areas of need for adult students. Each skill area is divided into five levels, and codes indicate appropriate instructional materials for each level. A list of instructional/reading materials with codes and publishers is provided. (KC)

ED 315 689 CG 022 268

Conroy, Elizabeth H.; And Others
A World of Exceptional Children.
American School Counselor Association. Alexandria, VA.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 30p.; In: Elementary School Counseling in a Changing World, see CG 022 263.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling Techniques; Counselor Role; Disabilities; Elementary Education; *Elementary Schools; *Exceptional Persons; Gifted; *School Counseling; *School Counselors; Special Education

This fifth chapter in "Elementary School Counseling in a Changing World" contains four journal articles which focus on exceptional children and helping elementary school counselors build a supportive learning environment for exceptional children. "Primary Prevention for Gifted Students: A Parent Education Group" by Elizabeth Conroy describes a counseling group for parents of exceptional children. "Parent Counseling in Special Education: Case Description of a Novel Approach" by Charles Humes explains the conceptualization and evolution of a parent facilitation program for parents of special education students in one school district. "A Program for Training Teachers as Counselors of Parents of Children with Disabilities' by Judy Berry presents the basic components of an in-service training program that can be used by counselors to train teachers to work more effectively with parents through integration of counseling theory and special education practice. "Books Can Break Attitudinal Barriers Toward the Handicapped" by Carolyn Bauer discusses the use of books to help children become increasingly sensitive to the needs of handicapped students. Practical suggestions are given for helpful books in such areas as visual handicaps, speech handicaps, learning disabilities, auditory impairments, intellectual handicaps, and orthopedic impairments. The chapter concludes with a set of issues for elementary school counselors to consider about a world of exceptional children. (NB)

ED 315 703 CG 022 284

Ellis, Thomas I.
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Counselor Teacher Cooperation; Curriculum Design; Elementary Secondary Education; *Guidance Programs; Program Descriptions; School Guidance; *Teacher Guidance; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; Myrick (Robert); *Teacher Advisor Program
This digest summarizes the essential aspects of Myrick's Teacher Advisor Program (TAP) concept, discussing: (1) why schools need a teacher advisor program; (2) whether teachers are qualified to provide counseling; (3) what a teacher advisor program would involve; (4) what should be included in a guidance curriculum; (5) the counselor's role in TAP; (6) teacher support of TAP; and (7) the advantages and limitations of teachers as advisors. (TE)

ED 315 848 EA 021 516

A View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
Capital Area School District Association, Albany, NY. New York State Leadership in Educational Administration Development Center.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Dec 89
NOTE- 34p.; Photographs may not reproduce well.
AVAILABLE FROM- Publication Sales, CASDA-LEAD Center, Husted 211, University at Albany, School of Education, State University of New York, 135 Western Avenue, Albany, NY 12222 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making Skills; Discussion; *Educational Administration; Educational Change; Elementary Secondary Education; Instructional Leadership; *Intergroup Relations; *Participative Decision Making; Problem Solving; Trust (Psychology)
IDENTIFIERS- New York

In April 1989, a group of 30 educators from across New York State met for 3 days' intense discussion of impediments to shared decision making in schools. The seminar format modeled the communication and group dynamics considered an essential part of the shared decision-making process. The facilitator's role quickly changed from directive to supportive and the group assumed governance of discussions and presentations. Relying upon the expertise of seminar members and arranging the facilities and time to allow for both reflection and discussion are hallmarks of the approach. Major impediments to the shared decision-making process include individual and institutional fear of change and role divisions. The changes needed and the process itself are examined on an individual basis as well as on an institutional basis. A recurrent theme throughout the discussions dealt with the issue of developing a sense of trust between and among educators. The appendix includes an article entitled "LEAD Center's Select Seminar Participants Consider Ways to Implement Shared Decision Making." (SI)

ED 315 568 CE 054 029

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 44p.; For related documents, see CE 054 026-030.
GRANT- H133D80006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; *Demonstration Programs; *Disabilities; *Employment Services; Performance Factors; *Rehabilitation Centers; Success; *Supported Employment; *Validated Programs; Vocational Rehabilitation
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This manual was prepared by the Regional Rehabilitation Exchange (RRX) project to assist rehabilitation and independent living organizations and programs in submitting information to gain recognition as an exemplary program model for supported employment services. The manual is intended for programs and organizations in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Such services generally provide training, placement, and long-term support that is necessary for clients to continue employment. RRX supported employment services are designed to enable clients with severe disabilities to secure and maintain employment. Such programs are designed for persons with disabilities so severe that they are not eligible for traditional vocational rehabilitation services. The manual provides information about the background and purposes of the RRX, identifies the scope of the RRX project, lists the prerequisites and criteria for validation, describes the RRX validation process, identifies 10 critical factors (program goals and objectives, target population, documentation and good recordkeeping, success rate, cost effectiveness, comprehensiveness, evaluation criteria, staffing patterns, transportability, and innovativeness) used in determining exemplary programs, provides information on completing the Information Request Form, and identifies implications for validated programs. A completed sample Information Request Form for supported employment services is included. (CML)

ED 315 581 CE 054 052

American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
American Medical Technologists, Park Ridge, IL.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Certification; Government School Relationship; Laboratories; *Licensing Examinations (Professions); *Medical Technologists; Position Papers; *Professional Associations; Professional Services; *Standards
IDENTIFIERS- *American Medical Technologists

The American Medical Technologists organization opposes licensure for medical laboratory personnel unless there is consensus among all the groups representing generalist laboratory practitioners as to qualifications, titles, accreditation, and certification policies. Licensure is a restrictive and protectionistic measure, and American Medical Technologists recommends certification of medical laboratory personnel as an acceptable alternative to licensure that can ensure quality in laboratory testing at less cost to the consumer. American Medical Technologists believes that certification is a cost-effective measure that regulatory agencies can readily adopt and implement to assure the public that competent practitioners are supplying high quality laboratory testing to health care providers and consumers. It reaffirms its belief that academic preparation at the technician and medical assistant levels is mandatory, but that the technician, either through additional education and/or experience and examination and through continuing education, be able to advance within the profession to a director position. Lack of an academic degree should not be a barrier to individuals who have initiative, interest, and an innate ability to learn on the job and who desire to advance in their chosen profession of medical technology. (The document includes a brief history of the certification/licensure debate, nine statements of affirmation, and six statements of the issues.) (CML)

ED 315 636 CE 054 209

Fahy, Patrick J.
Adult Basic Education in Alberta: To and Beyond 1990.
PUB DATE- Nov 89
NOTE- 16p.; Based on an address to the Alberta Business Educators Association Annual Conference (Edmonton, AB, October 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; *Adult Students; Curriculum Development; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; Educational Trends; Foreign Countries; Futures (of Society); *Literacy Education; Program Development; Program Implementation
IDENTIFIERS- *Alberta

The problem of adult illiteracy in Canada is now accepted as socially significant, whether defined in terms of numbers, impact on the economy, or implications for the future. A reasonable estimate would be that one in five Canadian adults has a severe enough problem with reading, writing, or arithmetic that his or her functioning in society is to some degree impaired. Some misgivings have arisen about present treatments of the illiteracy problem: financial resources have not been equitably available to adult basic education and literacy training, major resources have been dedicated to the upper end of the educational spectrum, and there does not seem to be a consistent philosophy for curriculum or program development or for instruction of adults at the literacy level. These perceptions of needs lead to the argument that the development of more effective literacy training programs and delivery systems must start with the needs and preferences of the students, addressed innovatively. Future programs should take into account the functional, the personal, and the cultural/social reasons for attendance in training, and they should attempt to provide learning opportunities in all of these areas for those who wish them. Finally, effective programs must respect the fact that the learners are adults and therefore must provide choices and be extremely flexible in terms of pace and location of training; in other words, they should treat students as "customers." (KC)

ED 315 675 CG 022 254

Heath, Angela
Caregivers in the Work Place.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 87
NOTE- 150p.
AVAILABLE FROM- American Association of Retired Persons (AARP), P.O. Box 19269, Station R, Washington, DC 20036 (Stock No. D12933, $16.00 prepaid for complete set; components not available separately).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Caregivers; Counseling Services; Employee Assistance Programs; *Employees; *Employer Employee Relationship; *Family Caregivers

This group of six documents has been developed to help employers focus on the growing needs of employees who are concerned about and/or are caring for older relatives. The materials have been designed so that each component can be used individually, allowing employers to tailor programs to their needs. This kit includes information on how to organize and implement the following program components: (1) a caregivers survey which can be administered to employees to gather statistical information regarding the number of caregivers at the worksite and to identify areas of stress; (2) a care management guide which is designed for employee counselors to help them assist employees in identifying problem areas, services needed, and organizations to contact for supportive services; (3) a guide to running a caregivers fair--an information fair at which local organizations providing services to older people are invited to distribute literature and answer employees' questions during a planned time period, usually the lunch hour; and (4) a planning guide and trainer's manual for caregivers educational seminars--a series of 10, 1-hour training modules, which companies may offer to employees. The companies which have used the program kit have found it to be a highly effective way to offer low-cost supportive programs for employees faced with the dual responsibilities of employment and care for an elder. (ABL)

ED 315 761 CS 212 142

DeFabio, Roseanne
Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 28p.; For other reports in this series, see CS 212 137-143.
GRANT- G006720278
AVAILABLE FROM- Center for the Learning and Teaching of Literature, School of Education, 1400 Washington Ave., ED B-9, University of Albany, State University of New York, Albany, NY 12222 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Research; Classroom Techniques; Discussion (Teaching Technique); Grade 11; High Schools; *Literature Appreciation; Qualitative Research; *Reader Text Relationship; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; Teaching Models
IDENTIFIERS- Teachers Researchers
Presenting a portrait of a high school literature classroom, this paper gives a detailed, evocative characterization of what one particular and well-regarded high school literature teacher actually does in her classroom. The paper describes how the teacher-researcher chose a colleague whose experience and expertise were generally thought to be exceptional. The researcher conducted taped interviews with the teacher and the students, gathered lesson plans, study guidelines, and assignments related to instructional units, and made videotapes of the classes involved. The paper concludes that the classroom observed was both teacher-directed and student-centered: the teacher direction was so skillful as to be almost invisible, and the teacher's organizational skills provided a classroom environment in which students actively engaged in the process of reading, interpreting, and criticizing texts. It was also observed that the teacher's focus on student-generated responses and questions kept the classroom discussion centered on issues of genuine concern to the readers. (RS)

ED 315 833 CS 507 081

Phipps, Maurice
The Myth and Magic of "Star Wars": A Jungian Interpretation.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Fairy Tales; Fantasy; *Film Criticism; Imagery; Motifs; Mythology; Psychology; Science Fiction
IDENTIFIERS- Archetypes; Fantasy Theme Analysis; Film Aesthetics; *Jung (Carl G); Lucas (George); *Star Wars (Film)

The "Star Wars" trilogy is a fairy tale projected into the future which exemplifies in a clear-cut manner many of the archetypes of Jungian psychology. These films are modern retellings of ancient myths. Carl Jung has described myths as "fundamental expressions of human nature." In the films, fairy tale motifs such as typical clothing, helpful animals, knights, princess, emperor, Millenium Falcon, combined with primordial settings, are projected into the future with star ships, death stars and light swords. Although the films take the spectator far into the future, connections to an unconscious past are never forgotten. The popularity of these films could be attributed not only to the actors, special effects, and adventure but also to the connections with the collective and personal unconscious which the trilogy continually provokes. (SG)

ED 315 863 EA 021 573

Ruscoe, Gordon C.; Miller, Stephen K.
Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Antonio, TX, Novembe 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Inservice Education; *School Effectiveness; School Organization
IDENTIFIERS- *Kentucky
A school improvement effort that provided individually tailored reports on school effectiveness to 93 schools across the Commonwealth of Kentucky is analyzed. Dilemmas confronted by the individualized school reports explain why so little change was generated. The background for the research project from which the individual school reports were derived, is described, and perspectives on school effectiveness that guided the research are explained. The purpose and format of the individual school reports are described. The dilemmas encountered in attempting to encourage schools to use these reports hinged on practical/technical issues, managerial/administrative issues, and organizational/conceptual issues. A recounting of the failure can be organized around two major themes: (1) school improvement is not "natural" to schools; and (2) outcomes-based school evaluation may run counter to the current reward system in education. Inservice programs focusing on the purposes of these school reports might help to ensure that the reports are useful. A sample page from individual school reports is appended. (27 references) (SI)

DOCUMENT RESUME

ED 315 892 EA 021 635

Keedy, John L.
Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
PUB DATE- Feb 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Role; Elementary Education; *Leadership Qualities; Norms; *Principals; School Effectiveness; *School Restructuring; *Teacher Administrator Relationship; Teacher Supervision
IDENTIFIERS- Tennessee
In successful schools, a significantly larger percentage of students graduate with knowledge, skills, and a positive attitude toward citizenship and work than students in other schools of comparable socioeconomic status. Using data from the "Tennessee Looks at Its Schools" project, which was based on fourth-grade Stanford Achievement Tests administered in May 1980 to six selected Tennessee elementary schools, this study addressed the norm-setting behavior of principals in effective schools. Behaviors collected from principals and teachers at the 6 schools were categorized into 13 ways that principals set norms. For analysis, any of the 13 categorized behaviors used by at least 4 of the principals were considered instrumental in norm-setting. A total of four norm-setting techniques occurred and were classified as "Human Relations," "Resource Provider," "Authority of Position," and "Modeling." Of these, Resource Provider may have the most potential for principals' effectiveness. Additionally, 35 norms identified in a review of effective school literature were compiled into a checklist; the principals and teachers of the six schools were asked to check the norms they perceived were occurring in their schools. The norm groupings indicated that principals fulfilled their obligations to teachers, respected teachers' professional autonomy, and helped define high expectations for students. (25 references) (KM)

DOCUMENT RESUME

ED 315 906 EA 021 661

Rubel, Robert J.
Student Discipline Strategies: School System and Police Response to High Risk and Disruptive Youth. Draft.
PUB DATE- Sep 86
NOTE- 43p.; Paper presented at the Working Meeting on Student Discipline Strategies Analysis of the Office of Research, Office of Educational Research and Improvement, U.S. Department of Education (Washington, DC, November 6-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Crime Prevention; *Discipline; Discipline Policy; Elementary Secondary Education; *Police School Relationship; School Policy; School Role; School Security
Disciplinary violations, the violations of school rules, are rightfully censured solely by school district employees. Crimes, however, represent violations of federal, state, or local laws and concern law enforcement agencies as well as school system officials. Since the mid-1970s, there has been a refining of police-school roles; interagency coordination and cooperation ranging from the local to the national level have steadily increased. This document reviews the literature regarding strategies developed between police agencies and school systems aimed at preventing, reducing, or controlling serious student misbehavior and crime. The findings indicate that there are substantial differences between the types of programs that result from police wanting to work with school systems and school systems wanting to help police. When police agencies consider working in a school setting, either with primary or secondary school youth, the emphasis is on education. But when school district officials solicit the police for cooperative programs, the emphasis appears to be upon using the police to help with special patrols or security-related assignments. The programs examined typically did not rely on data collection and analysis for planning, guidance, and success verification with the one exception of the "Safer Schools-Better Students" program. (47 references) (KM)

DOCUMENT RESUME

ED 315 919 EA 021 699

Joyce, Bruce, Ed.
Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-167-4
PUB DATE- 90
NOTE- 269p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 11214 (Stock No. 610-90009; $19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Books (010)
DESCRIPTORS- *Administrator Role; *Change Strategies; *Cooperation; *Educational Change; Elementary Secondary Education; Foreign Countries; Organizational Change; *Staff Development; *Teacher Role
IDENTIFIERS- Australia; England; *School Culture; Wales

It is a premise of this Association for Supervision and Curriculum Development (ASCD) yearbook, that staff development will become a human Curriculum Development (ASCD) yearbook, that staff development will become a human resource development system designed to change the nature of schooling, the status of its personnel, and their relations with each other. The structure of staff development is the volume's main focus. Part I deals with the research base as it bears on the design of culture-oriented staff development programs. Part II deals with the principalship, school structure, district personnel relations, staff development organization, and the university and its relationship to the schools. Part III describes current developments in Australia, England, and Wales. Part IV describes staff development intitiatives in two very large school systems (Pittsburgh, Pennsylvania, and Los Angeles, California) and two medium-sized districts (Lincoln, Nebraska, and Anchorage, Alaska). Each of these programs was chosen because each can significantly affect the workplace itself as well as deliver services. An epilogue discusses the "curious complexities of cultural change." The ASCD Board of Directors and other staff are listed. Each chapter includes a list of references. (MLH)

DOCUMENT RESUME

ED 315 933 EC 222 045

Carlisle, Lynn
Communication Skills.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 48p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; *Assertiveness; Communication Problems; *Communication Skills; *Disabilities; *Interpersonal Communication; *Parent Education; *Parent School Relationship; Secondary Education
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on communication skills. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) survey assertive interactions; (2) develop an understanding of the premise and research on which assertiveness training is based; (3) identify potential barriers to effective communication; (4) become familiar with the differences between assertive, aggressive, and nonassertive communication; (5) practice effective communication skills; (6) accept personal rights and overcome barriers to effective communication; and (7) identify dysfunctional personal messages. A bibliography identifies 15 books, magazines, or other resources. (DB)

DOCUMENT RESUME

ED 315 948 EC 222 098

Shore, Bruce
Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; *Educational Practices; Elementary Secondary Education; *Gifted; Literature Reviews; Research Needs; Teaching Methods
This project involves assessing the knowledge base in the education and rearing of gifted children, by developing a literature review summarizing recommended practices. A rationale for the project is presented, discussing the idea of recommended practices, the state of the knowledge base, methods for providing guidance to researchers, and the implementation of the literature review/analysis process. A draft list of 106 recommended practices in the education of the gifted, representing work in progress, is included in this report. The project is expected to culminate in a document which will review each recommended practice; indicate strengths and weaknesses in its knowledge base; and suggest research which is needed to validate, clarify, or refute a particular item. A bibliography of 98 books and reports being used in the literature review concludes the document. (JDD)

DOCUMENT RESUME

ED 315 962 EC 222 713

Hollaway, Becky L.
Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
PUB DATE- 89
NOTE- 77p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Learning Disabilities; Learning Strategies; *Memory; Metacognition; *Mnemonics; Questionnaires; *Reading Instruction; Reading Strategies; *Science Instruction; Study Skills; *Vocabulary Development
IDENTIFIERS- *Keywords; Prereferral Intervention
This study conducted in a midwestern city, addressed problems experienced by learning disabled (LD) students in recalling specialized science and social studies vocabulary. This apparent problem was confirmed by a teacher questionnaire and analyses of types and frequency of test errors on recent exams. Students appeared unfamiliar with memory strategies as a means to enhance vocabulary recall. Previous production deficiency studies had suggested the teaching of mnemonic strategies and imposition of other organizational strategies as successful solutions to vocabulary recall problems in LD children. Lists of selected key terms from each content area and grade level were created, and on single sheets of paper a keyword was illustrated interacting with the meaning or attribute of the term. These sheets were used in training sessions, and students' understanding of the terms tested. Results indicated the program was effective, with LD students in the 85-116 IQ range showing both clearest ability to use the keyword system and commensurate benefits. Interviews with students showed heightened awareness of the relationship of mnemonic aids to improved recall. The teacher questionnaire and student strategy interview format are appended. Contains 46 references. (PB)

DOCUMENT RESUME

ED 315 977 EC 222 730

Griffin, Susan L., Ed.; Chandler-Kelley, Shirley K., Ed.
Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, VCU Box 2011, 1314 W. Main St., Richmond, VA 23284-0001 (free, limited supply).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Career Counseling; Counselor Role; Demonstration Programs; *Disabilities; Employment Potential; Job Placement; Knowledge Level; National Surveys; *Vocational Rehabilitation; Wages

The newsletter contains several separate sections which explore recent research on the information needs of the rehabilitation counselor or address issues counselors face when using supported employment with clients. An interview with Darlene Ackerman, a vocational rehabilitation counselor in Virginia, is include, in which she comments on barriers to support employment, communication concerns, counselor role, funding, and feedback. The next section reports on results of a national survey of rehabilitation counselors (N=790) on supported employment which includes narrative and tabular data on the rehabilitation counselor's role, counselors' knowledge of supported employment regulations, and counselors' training needs. Other sections of the newsletter review supported employment models (individual placements, enclaves, mobile work crew, and the small business/entrepreneurial model); monitoring and evaluating supported employment placements; emerging trends in supported employment (e.g., worker wages are below minimum for group models but are above minimum for individual placements); and advocacy for supported employment. Finally Paul Wehman of Virginia Commonwealth University answers commonly asked questions concerning supported employment (e.g., for whom should rehabilitation counselors use supported employment?). Six references. (DB)

DOCUMENT RESUME

ED 315 991 EC 222 745

Resource Guide for Persons with Vision Impairments.
IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
PUB DATE- 19 Jul 89
NOTE- 202p.; For other guides in this series, see EC 222 742-746.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Agencies; *Assistive Devices (for Disabled); Blindness; Braille; Computer Software; Input Output Devices; Large Type Materials; *Low Vision Aids; *Microcomputers; Optical Scanners; *Organizations (Groups); Partial Vision; Rehabilitation; Sensory Aids; Special Education; Speech Synthesizers; *Visual Impairments; Word Processing
IDENTIFIERS- *IBM Personal Computer

The resource guide identifies products which assist visually impaired individuals in accessing IBM (International Business Machine) Personal Computers or the IBM Personal System/2 family of products. An introduction provides a general overview of ways computers can help persons with visual handicaps. The document then provides descriptions of about 300 products arranged alphabetically within the following categories: enlarged output; braille; audio output (screen reading, speech synthesizer, other audio output, IBM Personal System/2 Screen reader and related synthesizers); optical readers; alternatives to printed documentation; and word processing. Product information includes the manufacture name and a description. A separate section lists approximately 400 agencies and associations which provide such services as acting as an information clearing house, legislative monitoring, peer counseling, and sponsoring conferences, workshops and seminars. Agencies are listed alphabetically by city within each state. Also listed by state are about 150 additional resources providing such services as special education, rehabilitation, recordings, and computer training. An index is provided for products, support groups and vendors. (DB)

DOCUMENT RESUME

ED 316 006 EC 230 012

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Association for the Advancement of Health Education.; Council for Exceptional Children, Reston, Va.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- Feb 89
NOTE- 38p.
GRANT- U63/CCU302780-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Disabilities; *Educational Policy; *Educational Practices; Elementary Secondary Education; Epidemiology; Needs Assessment; *Prevention; *Public Policy; Risk; Special Needs Students; Student Needs

Representatives from more than 25 national organizations and governmental offices assessed the state of education for prevention of human immunodeficiency virus (HIV)/acquired immune deficiency syndrome (AIDS) in light of the needs of special education students. This forum report provides presentation highlights and summarizes small group discussions and forum conclusions. The following presentations are highlighted: "Centers for Disease Control--Overview of the Division of Adolescent and School Health and HIV and AIDS Prevention Education" (Dave Poehler); "The Council for Exceptional Children--Overview of Exceptional Students" (Frederick Weintraub); "Association for the Advancement of Health Education--Comprehensive School Health Education" (Gus Dalis); and "Pediatric HIV/AIDS--Epidemiological Overview" (Michal Young). Small group discussions focused on determination of the extent to which children and youth with handicaps are at risk for HIV infection, identification of the most appropriate curricular delivery approaches to meeting the HIV/AIDS prevention education needs of children and youth with handicaps, and determination of the extent and methods by which prevention education needs of this population currently are being met. Conclusions and recommendations in the areas of policy, training, curriculum, and instruction are presented. A list of forum participants and a list of 25 suggested readings conclude the report. (JDD)

DOCUMENT RESUME

ED 316 021 FL 018 327

Wiley, Patricia Davis
The Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
PUB DATE- 9 Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Little Rock, AR, November 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Freshmen; College Students; *Grade Point Average; Higher Education; High Schools; Public Colleges; *Second Language Learning; State Surveys
IDENTIFIERS- *Tennessee
This paper reports on the results of a research project that focused on the relationship between (1) high school foreign language study and college cumulative grade point average (GPA), and (2) high school foreign language study and college freshman English cumulative GPA in a random sample of Tennessee public college graduates in 1987-88. The following variables were examined: the number of high school foreign language units matriculated, cumulative high school and college GPAs, American College Testing Program (ACT) composite and English raw scores, and college freshman English GPAs. Analysis of the results shows that the mean cumulative GPAs of students taking a high school foreign language were higher than those of students who did not take high school foreign language but were as academically talented as students who did. The mean freshman English GPAs of those students who studied a foreign language in high school were similarly higher than those of students who did not study a foreign language but were as academically talented. These results were found to be statistically significant. It is concluded that students who study Latin, French, Spanish, and German in high school may be expected to perform better in college than students of equal ability without high school language study. (MSE)

DOCUMENT RESUME

ED 316 036 FL 018 351

Aguirre, Adalberto, Jr.
Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
PUB DATE- 88
NOTE- 12p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Patterns; Bilingual Education; *Bilingual Students; *Bilingual Teachers; *Code Switching (Language); Educational Strategies; *Student Characteristics; *Teacher Attitudes

The role of language alternation, or code-switching, in the bilingual classroom can be used as a teaching and learning strategy. Code-switching is simply a recognition of the fact that more than one language can define events and persons. Not all forms of code-switching are regarded as acceptable in the bilingual classroom. Language alternation in bilingual classrooms must be meaningful in itself and not simply reflect a language choice. A teacher who is bilingual has intuitive knowledge of bilingual behavior that can be instrumental in constructing a sociolinguistic profile of the student in the bilingual classroom. With this knowledge, the teacher can determine (1) what is being switched and how it is being switched; (2) whether a student is mixing or alternating languages in a manner that communicates confusion; and (3) criteria for separating meaningful from meaningless code-switching. Based on these discoveries, the teacher can structure classroom behavior more effectively. (MSE)

DOCUMENT RESUME

ED 316 052 FL 018 375

Marty, Fernand; Hart, Robert S.
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-6-85
PUB DATE- Mar 85
NOTE- 223p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Computational Linguistics; *Computer Software; *French; Microcomputers; *Phonetic Transcription; Programing; *Speech Synthesizers; Statistical Analysis; Structural Analysis (Linguistics)
The process of developing a computer program that can turn French text into speech is described. The program is designed to change a conventionally-spelled text into a phonemic transcription with an accuracy level of over 99.9%, divide the text into breath-groups that are syntactically correct and not over 14 syllables long, treat the unstable vowels and liaisons in accordance with the language level (register) chosen for the program, operate on personal microcomputers and use no more than 450 kilobytes of RAM, transcribe at a minimum rate of 10 phonemes per second, and, in combination with prosodic rules, be sent to a speech synthesizer. The strings of phonetic symbols generated can also be processed to yield statistical analyses, phonemic distribution tables, and graphs. The process of writing the computer program is described. Appended materials include: lists of words and sentences that can be used to test the program's accuracy; an algorithm for end-of-line hyphens; abbreviations written as complete words; treatment of hyphenated words; borrowings, neologisms, and slang; procedures for assignment of linguistic features; a list of linguistic features; root, prefix, and suffix tables; and algorithms, distributions, and procedures for various phonemes. A 53-item bibliography is included. (MSE)

DOCUMENT RESUME

HE

ED 316 066 HE 022 211

Blackburn, Robert T.; Pitney, Judith A.
Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- NCRIPTAL-TR-88-D-002.0
PUB DATE- 88
NOTE- 59p.
GRANT - OERI-86-0010
AVAILABLE FROM- The National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Bldg., The University of Michigan, Ann Arbor, MI 48109 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *College Faculty; College Students; Educational Assessment; *Educational Quality; Excellence in Education; Faculty Development; Higher Education; *Instructional Improvement; Learning; Literature Reviews; *Personnel Evaluation; Student Development; *Teacher Evaluation; Teacher Improvement
This review of the literature on performance appraisal for college and university faculty was undertaken to serve the ultimate goal of improving student cognitive learning. The starting point was to ask what is known about performance appraisal. What are its positive and negative consequences? How does the manner in which it is conducted relate to future performance? In what ways do the skills of the appraiser affect the outcomes? To what degree can what is accepted about performance appraisal in other settings be expected to be true for faculty and department chairs in colleges and universities? These and other questions directed the investigation. The review contains five sections and begins with a brief exposition of the principal theories that underlie performance appraisal research in Section I. Section II examines the research studies conducted in the field or in the laboratory to test hypotheses drawn from the theories. The research is principally in the psychological and organizational fields with few contributions from postsecondary education. Section II ends with 15 general conclusions, "truths" that postsecondary education needs to take into consideration to improve its performance and more closely achieve its goals. Section III describes the norms, values, structures, and practices that characterize colleges and universities so that the application of the findings can be inferred as to their likelihood of successful outcomes in postsecondary institutions. Following this, a plan for performance appraisal well suited for colleges and universities is advanced in Section IV and the conditions under which it could be successful are discussed in Section V. The list of cited references, an appendix, and a bibliography complete the monograph. The appendix briefly identifies the main appraisal procedures currently in practice in business. (AA)

DOCUMENT RESUME

ED 316 078 HE 022 982

Mortenson, Thomas G.
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Nov 88
NOTE- 42p.; For related documents, see ED 312 930 and HE 022 981-984.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Community Attitudes; Demography; *Educational Attitudes; Educational Finance; Enrollment Trends; Federal Aid; Financial Aid Applicants; Government Role; Grants; Higher Education; Need Analysis (Student Financial Aid); Public Policy; Student Characteristics; *Student Financial Aid; *Student Loan Programs; Student Needs
IDENTIFIERS- *Debt (Financial)
This document, the third in a series of research reports on student financial aid, examines attitudes of Americans toward borrowing to finance educational expenses between 1959 and 1983. The impetus for the study was interest in the effects of the Federal Government's shift in student aid emphasis from grants to loans during this period. The study analyzed data from surveys of consumer finances previously collected for the Federal Reserve System. Findings indicated that Americans express a high degree of willingness to borrow to finance educational expenses with educational loans consistently viewed favorably by 70% to 80% of the population over the 24-year period. Groups less favorably inclined to borrow to finance educational expenses include women, older persons, the less educated, those with low household income, and Hispanics. Possible implications for public policy include attempting to change attitudes about borrowing among groups reluctant to finance attendance costs through loans, improving existing programs of grants, or developing additional alternatives to loans that are more acceptable to aid applicants. Data are presented in both narrative and graphic forms. Tables are appended. Contains 22 references. (SM)

DOCUMENT RESUME

ED 316 091 HE 023 204

Cortez, Jesus
Bilingual Education Paraprofessional Training Program.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Chico.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- T003-R90036
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; College Credits; Community Colleges; Consortia; Higher Education; Models; *Paraprofessional School Personnel; Program Descriptions; Scheduling; School Districts; Skill Development; Spanish; State Universities; Teaching Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Bilingual Educ Paraprofessional Training Program; Butte Community College CA; *California State University Chico; Colusa County Schools CA
The Paraprofessional Training Project at California State University, Chico, is operated through a consortium of the University, Colusa County Schools, and Butte Community College. The 3-year program provides trainee paraprofessional teaching staff to work with the predominantly Spanish-speaking, limited-English-proficient school population of the school district while the trainees are improving instructional skills and gaining university credit applicable toward a later degree. It includes formal classroom and related field experiences for the trainees. Program improvements recommended include offering more courses in convenient off-campus locations and cooperative efforts to develop creative and flexible work scheduling. (MSE)

DOCUMENT RESUME

ED 316 104 HE 023 217

Pacheco, Richard
A Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
American Association of State Colleges and Universities, Washington, D.C.; San Diego State Univ., Calif. School of Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Child Development; English (Second Language); Higher Education; *Hispanic Americans; Latin American Culture; Mathematics Instruction; Models; Program Descriptions; Science Instruction; Spanish; State Universities; Teacher Education Curriculum; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Comprehensive Bilingual Teacher Training Program; Retention and Training Hispanic Bilingual Teachers; *San Diego State University CA
Two programs at San Diego State University are part of a larger program to train students to become professional bilingual (Spanish-English) teachers. One project provided support to modify five undergraduate courses in math, science, Mexican American culture and history, and child development so they could be taught in Spanish. These courses were chosen specifically to increase teacher trainees' cognitive skills in Spanish, to facilitate teaching in Spanish, and to provide vocabulary and concepts for communicating with parents about their children. The other program provided federal support to guarantee the appropriate number of students for the courses. Negotiation for institutionalization of the five courses has begun. (MSE)

DOCUMENT RESUME

ED 316 117 HE 023 230

Gibson, Jim
Computer Aided Art Major.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
PUB DATE- 89
NOTE- 7p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Computer Graphics; *Computer Oriented Programs; Curriculum Design; Electronic Publishing; Higher Education; Job Placement; *Majors (Students); Models; Program Descriptions; Program Effectiveness; State Universities; Videotape Recordings
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Computer Aided Art Major; *Northern State University SD
The Computer Aided Art program offered at Northern State State University (Aberdeen, South Dakota), is coordinated with the traditional art major. The program is designed to familiarize students with a wide range of art-related computer hardware and software and their applications and to prepare students for problem-solving with unfamiliar equipment and materials likely to be encountered in professional careers. It is intended to train students for careers in the fine arts, desktop publishing, and television in particular. Courses include instruction with animation; paint systems; three-dimensional rotation; desktop publishing; computer aided design, drafting, and machining; digitizing; genlock; slidemaking; scanning; and videotape editing. Indicators of success of the program include placement rate of graduates, interns, and students seeking summer employment; program expansion to summer sessions; and purchase of advanced equipment. (MSE)

DOCUMENT RESUME

ED 316 129 HE 023 242

Tharp, Jack
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
American Association of State Colleges and Universities, Washington, D.C.; Indiana Univ., Kokomo.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Guidance; Community Education; Employment Services; Higher Education; Models; *Nontraditional Students; Outreach Programs; Program Descriptions; School Community Relationship; State Universities; *Student Recruitment; *Vocational Interests
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Indiana University Kokomo; Institutional Image; Off Campus Career Assessment
Indiana University at Kokomo's program of Off-Campus Career Assessment was initiated in 1986 to assist in the recruitment of nontraditional students and serve as a vehicle for strengthening campus image. It delivers career interest testing and counseling to adults working in targeted local industries, with industry cooperation. While concerted recruitment does not occur at the interest testing sessions, an admission staff representative is available to observe the level of interest of participants for followup and to make personal contact. Career exploration and occupational goal-setting are made available after the interest assessment. The program is offered as a service to the community but has brought additional benefits to the university, including the attention of area employers, contacts with employers who may later be of assistance in placing graduates, increased nontraditional student applicants, and media exposure. During the program's first two years, 17% of the individuals who completed the interest assessment matriculated at the university. (MSE)

DOCUMENT RESUME

ED 316 141 HE 023 254

Butzow, John
The Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
American Association of State Colleges and Universities, Washington, D.C.; Indiana Univ. of Pennsylvania. Coll. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- 84021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; African History; Area Studies; College Faculty; *Cross Cultural Studies; Curriculum Development; Demonstration Programs; Developing Nations; Foreign Countries; Higher Education; Inservice Teacher Education; *International Educational Exchange; International Studies; Learning Modules; Liberal Arts; Models; Multicultural Education; Program Descriptions; Public School Teachers; State Universities; Study Abroad; *Teacher Exchange Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Indiana University of Pennsylvania; *Nigeria
The project selected 16 educators representing liberal arts faculty, education faculty, and public school teachers to train them about Africa. The training had three phases: (1) an on-campus program on African history, politics, economics, and geography, focusing on Nigeria; (2) six weeks in Nigeria, meeting with prominent educators, politicians, cultural leaders, and average citizens, attending seminars and workshops at six Nigerian universities, and visiting cultural and economic centers for first-hand experience with various cultural groups; and (3) development of curriculum units and modules on Africa in general, using Nigeria as a case study, emphasizing the interdependence of industrialized and third-world nations. The modules and units of study developed were later incorporated into area studies courses in the public schools, formed the multicultural component of the teacher education program, and were integrated into selected required undergraduate liberal arts courses. Participants held seminars at the university to share their experience, knowledge, and perspectives on Africa. Institutionalization of the new curriculum components within the existing curriculum has been developed to maximize dissemination of information about Nigeria, and the three educator groups form a support system for further education about Africa. (Author/MSE)

DOCUMENT RESUME

ED 316 154 HE 023 279

Byrne, John A., Ed.
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
REPORT NO.- ISBN-0-07-009327-X
PUB DATE- 90
NOTE- 192p.
AVAILABLE FROM- McGraw-Hill Publishing Company, 1221 Avenue of the Americas, New York, NY 10020 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Business Administration Education; College Admission; *College Choice; Educational Quality; *Graduate Study; Higher Education; *Masters Programs; National Surveys; *Selective Colleges

The guide to America's best business schools was based on surveys of students and corporate recruiters as well as interviews with students, recruiters, faculty members, and deans. In addition to the Top 20 schools, it names and profiles 20 other MBA (Master's in Business Administration) schools also judged to be excellent. Profiles of schools typically include information on recruiter and graduate rankings, enrollment, student composition, average Graduate Management Admission Test (GMAT) scores, average grade point average, application deadline, average starting pay. Also presented for each school is a narrative describing the school history, atmosphere, student attitudes and life styles, and quotes of graduates. Seven chapters have the following titles and topics: "Why Go for the MBA" (why it's crucial to go to a good school, and things to consider in school choice); "How To Get into an Elite (Business) B-school" (how to increase GMAT scores, the B-school essay, the interview, references, and financial aid); "Part-Time MBA Programs" (the quality problem with part-time programs and the executive MBA); "The Best B-Schools" (a guide to the rankings and what they mean); "The Top Twenty" (full school profiles); "The Runners-Up"; and "Accredited B-Schools...How to Size Them Up." (SM)

DOCUMENT RESUME

ED 316 169 HE 023 294

Russell, Susan H.; And Others
A Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-339
PUB DATE- Jan 90
NOTE- 116p.; Data Series: DR-NSOPF-87/88-1.21.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; *College Faculty; Faculty Promotion; Full Time Faculty; Higher Education; Part Time Faculty; *Personnel Selection; Professional Development; Questionnaires; Teacher Characteristics; Teacher Evaluation; Two Year Colleges
The report examines university department-level policies regarding faculty hiring, promotions, and benefits. After an introduction, four sections provide information on: (1) faculty composition in departments of instruction (number of faculty per department, percentage of departments with faculty of various types, joint appointments, and teaching assistants); (2) selection and advancement of instructional faculty (the primary decision-making authority, and factors in the selection and advancement of instructional faculty); (3) the assessment of teaching performance; and (4) opportunities for professional development. Some of the highlights are: the average department in four-year and above schools had 18 faculty members, and in two-year schools, the average department had 21; at four-year schools, 73% of departments normally made their own decisions in hiring a given individual for a full-time teaching position (but only 41% did this in two-year schools); and student evaluations were used to evaluate teaching performance of full- and part-time faculty in almost all departments of both two-and four-year schools. Three appendices provide: technical notes (overview, sampling strategy, weight calculations, data collection, data processing, and accuracy of estimates); standard error tables; and the survey questionnaire. (SM)

DOCUMENT RESUME

ED 316 183 IR 014 142

Collins, J. H., Ed.; And Others
Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
SPONS. AGENCY- Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.
REPORT NO.- ISBN-0-905941-30-6
PUB DATE- Mar 89
NOTE- 591p.; For Volume 2, see IR 014 143; for the proceedings of the fifth conference, see IR 014 140-141.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Artificial Intelligence; *Computer Assisted Instruction; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interactive Video; Leadership; Open Education; *Teacher Education; Technology Transfer; Telecommunications
The first of two volumes in these proceedings contains the text (or, in a few cases, an abstract) of 60 papers on the use of technology at all levels of education, including elementary, secondary, and higher education. These papers were presented in 44 topic sessions by delegates representing more than 30 nations. Themes of the sessions include: (1) educational administration and leadership; (2) enabling technologies; (3) higher education; (4) using computers to enhance instruction; (5) artificial intelligence; (6) open and distance learning; (7) teacher education; and (8) futures. An alphabetical list of authors for this volume is provided. (GL)

DOCUMENT RESUME

ED 316 198 IR 014 190

Hess, Darrel
Audiovisual Techniques Handbook.
National Council of Returned Peace Corps Volunteers, Washington, DC.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audience Awareness; Audiotape Recordings; *Audiovisual Communications; Cues; Equipment Maintenance; *Material Development; Photography; *Production Techniques; *Slides; *Special Effects; Writing Skills
This handbook focuses on the use of 35mm slides for audiovisual presentations, particularly as an alternative to the more expensive and harder to produce medium of video. Its point of reference is creating slide shows about experiences in the Peace Corps; however, recommendations offered about both basic production procedures and enhancements are transferable to almost any subject area. The guide progresses from fundamental to more advanced topics, including the following: (1) choosing a scripted versus a "talk-as-you-go" format; (2) determining the focus of the show in the initial planning process; (3) writing scripts and cue cards; (4) dealing with difficult topics--e.g., avoiding cliches and stereotypes in photographs and music; (5) using music thoughtfully--e.g., juxtaposing music with narration; (6) recording a simple soundtrack; (7) editing slides; (8) arranging the logistical details of your presentation--e.g., arrangements to be made beforehand, equipment needed, tools to carry, preparing an audience; (9) selecting audiovisual equipment to purchase, rent, or borrow; (10) coping with equipment malfunctions; (11) having slides made from non-slide materials; (12) making title slides; and (13) developing a one-projector programmed show. Photography suggestions, books for further reference, and detailed technical notes are also included. (SD)

DOCUMENT RESUME

ED 316 212 IR 014 208

Bollier, David
The Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
Aspen Inst. for Humanistic Studies, New York, N.Y.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.; Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Computers; *Decentralization; Economic Status; Foreign Countries; *Foreign Policy; *Information Technology; *International Relations; International Trade; Power Structure; *Social Change
IDENTIFIERS- *USSR
On March 1989, the Aspen Institute convened a group of experts to assess Soviet progress in computer and information technologies, their current and likely impact on Soviet society, and appropriate ways for U.S. policymakers to respond. Major issues addressed by conference participants included: Will new information technologies encourage a decentralization of authority in Soviet society? How will the new technologies affect human rights, if at all? How will they affect the Soviet Union's economic prospects? and Can the United States influence any of these computer-related trends through its foreign policies or trade policies? The conference consisted of seven sessions, each of which was devoted to a specific issue. Session titles were: (1) The Social Impact of Computer Use; (2) Computers as Decentralizing Forces? (3) A Portrait of Soviet Computer and Information Technologies; (4) Does Computerization Require an Open Society? (5) Soviet Computer Culture as a Reformist Vanguard? (6) Should "the West" Encourage Soviet Computerization? and (7) What Next? Proposals for Research and Action. A list of conference participants is included. (GL)

DOCUMENT RESUME

ED 316 229 IR 014 230

Shaoul, Jean
Innovations in an Accounting Information Systems Course.
PUB DATE- Jul 89
NOTE- 15p.; Paper presented at the Annual North American Conference of the International Business Schools Computer Users Group (Harrisburg, PA, July 23-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; *Business Education; *Computer Assisted Instruction; *Databases; Evaluation; Foreign Countries; Higher Education; Instructional Development; *Simulation; *Spreadsheets; Student Evaluation
IDENTIFIERS- University of Manchester (England)
A new approach to teaching an introductory accounting information systems course is outlined and the potential of this approach for integrating computers into the accounting curriculum at Manchester University (England) is demonstrated. Specifically, the use of a small inventory recording system and database in an accounting information course is described in order to illustrate the integrated nature of corporate data, the concepts of transaction processing and security, and the use of internally generated data for decision making, planning, and control. The coursework is centered around several major pieces of work. The first requires students to modify an existing suite of programs, in order to improve the controls within the system, the user friendliness, data validation, and usefulness of the reports, and to incorporate an audit trail to record all the transactions and amendments to the master file. In addition to the programming, the students have to document the system and review the controls within it. The second task involves using the inventory database which they have generated to make cash flow forecasts and plans for the business with a spreadsheet model and a database enquiry language. Thirdly, they also evaluate similar stock recording systems. The paper describes the development of the course, methods for assessing students' work, problems with course evaluation, and prospects for future developments. (Author/GL)

DOCUMENT RESUME

ED 316 243 IR 053 097

Kittel, Dorothy
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-89-727
PUB DATE- Dec 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Continuing Education; *Cooperative Planning; *Federal Aid; *Interlibrary Loans; *Library Automation; *Library Networks; Machine Readable Cataloging; Program Descriptions; *Shared Library Resources; State Libraries; Statewide Planning
IDENTIFIERS- *Library Services and Construction Act
This overview of how the 50 states used their Library Services and Construction Act funds under Title III (Interlibrary Cooperation and Resource Sharing) in fiscal year 1987 reports that, overall, state library agencies spent $16 million in Title III funds to work toward the creation of statewide databases of the bibliographic holdings of all types of libraries and information centers. Activities designed to reach this goal included: (1) making subgrants available to various types of libraries to convert their catalogs to machine readable records; (2) updating and upgrading their bibliographic entries and adding new libraries and different types of materials to their databases; (3) engaging the services of consultants in networking to assist them in developing both long- and short-range programs for local and statewide library automation and resource sharing; and (4) exploring new methods of storing and disseminating bibliographic data, of delivering library materials, and of transmitting documents and information. States with programs considered to have made an exceptional impact in the following areas are profiled: (1) establishing, expanding, and operating networks; (2) implementing automated circulation and resource sharing systems; (3) converting bibliographic holdings to machine-readable records; (4) offering interlibrary loan and document delivery services; and (5) providing continuing education programs. A table summarizing state participation in bibliographic networks follows the text. (SD)

DOCUMENT RESUME

ED 316 256 IR 053 112

South Carolina State Library Annual Report, 1988-1989.
South Carolina State Library, Columbia.
PUB DATE- 89
NOTE- 71p.; For the 1987-1988 annual report, see ED 306 958.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Administrative Organization; Annual Reports; Blindness; Charts; Computer Networks; Disabilities; Institutional Libraries; Library Administration; Library Networks; *Library Services; Library Statistics; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS- *Library Development; *South Carolina State Library

This annual report documents the activities and accomplishments of the South Carolina State Library in 1988-1989. Introductory materials include lists of the members of both the South Carolina State Library Board and the library staff; an organizational chart; the goals and mission statement of the South Carolina State Library; a history of the library; and highlights of fiscal year 1988-1989. A summary of the activities of the Division of Library Development then describes Administrative Services; Field Services (state aid for public libraries, federal aid to South Carolina libraries, continuing education for librarians, library services to both children and adults, library services for the disadvantaged, institutional library services, the literacy program, and public library construction); and Library Services to the Blind and Physically Handicapped. A discussion of Division of Library Services activities includes Reader Services (reference and information services to state government, legislative reference service, interlibrary loan service, audiovisual service, library collections, the South Carolina Library Network, and government documents); and Technical Services. Reports on state library awards and volunteer services are also provided, as well as a listing of South Carolina State Library publications and statistical data on state library collections, interlibrary loans, and expenditures of state and federal funds. Also provided are a list of public library board chairmen, directories of public, college, and institutional libraries, and statistics for these three types of libraries. (SD)

DOCUMENT RESUME

ED 316 269 JC 900 104

AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
Desert Community Coll. District, Palm Desert, CA.
PUB DATE- 89
NOTE- 25p.; Handwritten questionnaire responses will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Committees; Community Colleges; Educational Legislation; *Faculty Development; Financial Support; Grants; Inservice Teacher Education; Needs Assessment; *Organizational Objectives; Program Administration; Program Development; Questionnaires; *Staff Development; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

Funds set aside by California Assembly Bill (AB) 1725 for staff development programs were used by the Desert Community College District (DCCD) to supplement its existing human resources development plan (HRDP). The HRDP, which was based on the results of a needs assessment of all employees, was designed to respond to the changing professional needs of all staff by offering activities to improve instructional quality and enhance student learning. The major goals of the staff development activities at DCCD are to increase communication across academic and assignment disciplines, expand awareness of cultural diversity, improve organizational dynamics, enrich the college community, heighten employment satisfaction, and maximize student outcomes through greater support of the instructional process. For each of these goals, the HRDP lists a series of objectives by which these goals may be obtained, such as retraining and skills upgrading for faculty, computer training for all employee divisions, and a series of workshops for districtwide participation. An attachment to the HRDP outlines the faculty staff development master plan, covering the status of faculty staff development; the role of the faculty staff coordinator; the philosophy, goals, and responsibilities of faculty staff development; the faculty staff development "pocket programs," focusing initially on retraining and skills upgrading, awareness of student diversity, and remuneration for adjunct faculty participation. Two additional attachments list proposals for an adjunct faculty agenda drafted by the adjunct faculty advisory committee and the staff development needs assessment survey instrument with sample responses. (JMC)

ED 315 893 EA 021 637

A View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
Capital Area School Development Association, Albany, NY.
PUB DATE- 89
NOTE- 39p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Publication Sales, Capital Area School Development Association, Husted 211, University at Albany, State University of New York, 135 Western Avenue, Albany, NY 12222 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Curriculum Development; *Educational Improvement; Educational Objectives; English Curriculum; *Excellence in Education; Futures (of Society); *High Schools; Mathematics Education; Relevance (Education); School Restructuring; Science Education; Social Studies
IDENTIFIERS- New York; School Restructuring

Beginning in December of 1988, and continuing through March 1989, 24 educators (20 teachers and 4 administrators) met for a series of 5 full-day sessions in the Capital Region of New York State to discuss selected themes regarding the state's high schools in the 1990s. Part of the significance of this report, which contains the results of the educators' deliberations including their observations and recommendations, rests on the fact that it came primarily from those who, on a daily basis, experience the reality of schools and classrooms. Focused on moving toward academic excellence, four sections discuss science, mathematics, social studies, and English, while an additional section reports on ideas for restructuring the secondary school organization and curriculum. The document emphasizes the interdisciplinary learning and cross-disciplinary skills that point the way toward the more sensible use of student time and proposes that knowledge be comprehensively demonstrated rather than traditionally tested. Further, the report asserts that the instrument for educational change is itself a process, not just the static culmination of a process. A list of participants and numerous black and white photographs are included. (KM)

ED 315 907 EA 021 663

Sang, Herb A.
Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
PUB DATE- Nov 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Standards; Codes of Ethics; *Discipline Policy; Elementary Secondary Education; *Public Schools; School Counseling; School Policy; *Student Behavior; *Student Improvement
IDENTIFIERS- *Duval County Public Schools FL
As a result of the alarming increases in student disruption, vandalism, drug abuse, and other forms of deviant behavior, school districts are becoming increasingly aware of the complexity of the problem and the numerous deficiencies of traditional approaches. For students to achieve their maximum potential, a strong framework of behavioral expectations must be established, widely communicated, and consistently enforced. In 1978, the Duval County Public School System, which provides educational services to a population of more than 600,000 people within a geographic area of 827 square miles, created the Code of Student Conduct as a foundation upon which all disciplinary decisions could be based. The code delineates three classes of student offenses (minor, intermediate, and major) and defines consequences for each. Because the code is administered throughout the district, students have fewer problems adjusting when they change schools. Further, current research data within the district indicate a decline in both major conduct code violations and in the cost of vandalism. The district, in developing programs that successfully retrieve, reintegrate, and redirect disruptive or potentially disruptive students to more appropriate standards of behavior, shows potential for the resolution of the problem within the public school community. (13 references) (KM)

ED 315 920 EA 021 709

Oakes, Jeannie
Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-OPE-01
PUB DATE- Oct 86
NOTE- 49p.
GRANT- OERI-6-86-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Outcomes of Education; *Politics of Education; *Program Implementation; *Statistical Analysis
IDENTIFIERS- *Indicators

An educational indicator is a statistic revealing something about the education system's health or performance. Indicators must meet certain substantive and technical standards that define the kind of information they should provide and the features they should measure. There are two types of statistical indicators. Whereas single statistics provide readings about education (such as class size or number of schools using microcomputers), composite statistics (such as the pupil/teacher ratio) provide information concerning relationships among factors. Indicator systems measure separate components and interactions between components. Complete educational indicator systems are nonexistent. Indicators can supposedly help to: (1) report the status of American schooling and make district, state, and international comparisons; (2) monitor changes over time; (3) explain the causes of various conditions and changes; (4) predict likely changes; (5) profile system strengths and weaknessses; and (6) suggest improvement strategies for policymakers. Some of these claims can be met, while others are unrealistic, as this report shows. Indicator data are unlikely to produce unequivocably good or bad news and will be open to various interpretations. Decisions (mostly political) about desired schooling outcomes and conditions will determine the nature of any indicator system. There are numerous implementation issues, including desired level of information, the need to make fair comparisons, appropriate scope, political pressures, and reconciliation concerning priorities among policymakers and professional educators. A list of information sources is provided. (MLH)

ED 315 934 EC 222 046

Carlisle, Lynn; Lesniak, Pat
Community Advisory Committee (CAC) Leadership Training.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 36p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advisory Committees; *Community Development; *Disabilities; Elementary Secondary Education; *Group Dynamics; *Group Guidance; Interpersonal Communication; Parent School Relationship; Participative Decision Making; *Teamwork
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on community advisory committee leadership training. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) learn more about one another and what each member brings tc the group, (2) gain insight into how each member functions on the team, (3) become more aware of the dynamics of effective groups, and (4) review the group's goals and plan for the group's future. A bibliography identifies four books, magazines, or other resources. (DB)

ED 315 949 EC 222 099

Tannenbaum, Abraham
The Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
PUB DATE- 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; *Educational History; Educational Philosophy; *Educational Practices; *Educational Trends; Elementary Secondary Education; *Gifted; Program Development; Student Rights

The historical evolution of concern for education of gifted students is traced, along with the philosophical tides accompanying that evolution from the 1950s through the 1980s. It is argued that the public is alternatively supportive and antagonistic toward the gifted/talented. Periods of intense concern about their educational welfare are often followed with periods of apathy, antagonism, or lack of concern. The pre-Sputnik 1950s are contrasted with the post-Sputnik 1950s in terms of action on behalf of the gifted. The 1960s are viewed as a decade of turmoil during which large numbers of able students were encouraged to enroll in science programs early in the decade while attention turned to other pressures later, such as school integration, compensatory education, and Vietnam and the disenchantment of youth. The 1970s then saw renewed attention to the gifted, due to federal legislation targeting gifted students and the issuing of the Marland report which documented the deteriorated condition of gifted programs. The 1980s were marked by well-established programs for the gifted/talented in many American schools, educational provisions for underprivileged minorities, and less reliance upon Intelligence Quotients as measures of giftedness. The monograph closes with a "bill of rights" for the gifted. (JDD)

ED 315 963 EC 222 715

Midlarsky, Elizabeth; Hannah, Mary Elizabeth
Helping as Coping by Siblings of the Disabled.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Annual Convention of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Coping; *Disabilities; *Emotional Adjustment; Emotional Problems; *Helping Relationship; Mental Health; Models; Psychological Patterns; *Siblings; Stress Management
Research has shown that siblings can experience either negative or positive mental health outcomes as a result of having a brother or sister with disabilities. When maladjustment occurs, it is frequently attributed to the stress of excessive helping. This research-based paper proposes that siblings of children with disabilities, perceiving themselves as voluntarily providing moderate amounts of help, are likely to experience lower amounts of psychological distress and greater psychological well-being than siblings with different experiences within the family. A conceptual model is proposed in which helping may be associated with positive outcomes, as the sibling may derive critical benefits by alleviating emotional distress and curtailing the sense of helplessness that may result from being a victim of stressful circumstances. In the model, three antecedents impact on the voluntary adoption of a helper role: demographic factors, personality variables, and situational factors. Research in support of the model is presented, focusing on the predisposition to help, helping behaviors, and mental health outcomes. Contains 112 references. (JDD)

ED 315 992 EC 222 746

Resource Guide for Persons with Speech or Language Impairments.
IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
PUB DATE- 23 Aug 89
NOTE- 89p.; For other guides in this series, see EC 222 742-745.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Agencies; *Assistive Devices (for Disabled); Braille; Communication Disorders; Computer Software; Input Output Devices; *Language Handicaps; Large Type Materials; *Microcomputers; Optical Scanners; *Organizations (Groups); Rehabilitation; Sensory Aids; Special Education; *Speech Handicaps; Speech Synthesizers; Word Processing
IDENTIFIERS- *IBM Personal Computer

The resource guide identifies products which assist speech or language impaired individuals in accessing IBM (International Business Machine) Personal Computers or the IBM Personal System/2 family of products. An introduction provides a general overview of ways computers can help persons with speech or language handicaps. The document then provides descriptions of about 100 products arranged alphabetically within the following categories: therapy, cognitive skills, and electronic communication. More detailed descriptions are provided of IBM PC Augmented Phone Services and the IBM Personal System/2 Speech Viewer. Product information includes the manufacturer and a description. A separate section lists approximately 150 agencies and associations which provide such services as acting as an information clearing house, legislative monitoring, peer counseling, and sponsoring conferences, workshops and seminars. Agencies are listed alphabetically by city within each state. Also listed by state are about 90 additional resources providing such services as special education, rehabilitation, and computer training. An index is provided for products, support groups and vendors. (DB)

ED 316 022 FL 018 328

Pelletier, Raymond J.
Video in the Evaluation Process.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Evaluation Methods; French; Introductory Courses; *Language Tests; *Listening Comprehension; *Listening Skills; Media Selection; Second Language Instruction; Second Language Learning; Testing; *Videotape Recordings

The rationale and methodology for using videotape recordings to test foreign language listening comprehension are discussed. First, the advantages of using video in teaching and testing listening comprehension are examined and the specific listening skills to be developed at the beginning level are outlined. Issues in the selection of video segments to be used in testing are discussed, and guidelines for selection are provided. Transcripts of four video tests used for an elementary French program, representing the range of topics that can be covered and the variety of testing activities that can be generated, are presented. For each transcript, the target listening skill is specified, the interaction is transcribed, a number of testing options are described, and considerations in using the video are discussed, including its advantages for certain stages of learning and use of print materials in conjunction with the video. It is concluded that videos offer a unique way of training the specific listening comprehension skills of students if teaching and testing activities are properly structured. A one-page bibliography is included. (MSE)

ED 316 037 FL 018 352

Garcia, Eugene E.
Interactional Style of Teachers and Parents during Bilingual Instruction.
PUB DATE- 88
NOTE- 14p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; *Bilingual Education; *Bilingual Teacher Aides; *Bilingual Teachers; *Classroom Communication; Discourse Analysis; Elementary Education; English (Second Language); Kindergarten; Language Research; Parent Child Relationship; *Parent Participation; Second Language Learning; Skill Development; Small Group Instruction; Spanish Speaking; Speech Skills; Story Telling; Student Needs; Teacher Student Relationship; *Teaching Styles; Videotape Recordings
Spanish/English bilingual kindergarten teachers and parents serving as instructional aides in the same bilingual education classrooms served as subjects in a study on classroom interaction. Audio/video recordings of small-group instruction sessions of teachers and parents were subjected to discourse analysis. A point of interest was the qualitative character of teacher/parent interaction, with specific attention to linguistic and cognitive attributes. Results indicate that both teacher and parent discourse is highly teacher-oriented, with both parents and teachers dominating lesson discourse and keeping children to the topic. Such a similarity between teachers and parents is examined with regard to the language development needs of language minority students in early childhood. (Author/MSE)

ED 316 053 FL 018 376

Cheng, Chin-Chuan
Contradictions in Chinese Language Reform.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-7-85
PUB DATE- Jun 85
NOTE- 13p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 60801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Chinese; Foreign Countries; *Ideography; Language Planning; *Language Standardization; Outreach Programs; *Political Influences; Public Opinion; *Public Policy; Uncommonly Taught Languages
IDENTIFIERS- China; *Language Reform
The Draft of the Second Chinese Character Simplification Scheme proposed by the Chinese Committee on Language Reform, published in 1977, is discussed. The political history of the draft and current uncertainty about character simplification are examined, and a rigorous methodology for determining the success rate of a script reform is proposed. This evaluation procedure would take into account three factors: the popularity, stability, and degree of change made. Popularity would be determined by a survey of the literate in all walks of life across China. The stability ratio would be determined by comparing: (1) the stability duration (the interval between the current date and date of last standardization); and (2) a stability constant (twice the number of years required to complete a secondary education). The change factor is the ratio of modified scripts to the total number of common characters. (MSE)

ED 316 079 HE 022 983

Mortenson, Thomas G.
Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Apr 89
NOTE- 39p.; For related documents, see ED 312 930 and HE 022 981-984.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Attendance; College Bound Students; Educational Finance; Enrollment Trends; *Family Income; Financial Aid Applicants; Higher Education; *Low Income; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs

This document, the fourth in a series of student financial aid research reports, focuses on need analysis in student financial aid. Nearly all of the family contribution expected by the analysis of ability to pay is produced by family income, and the Congressional Methodology implemented for the 1988-89 academic year places even greater emphasis on income and less on assets than did the Uniform Methodology which it replaced. Student financial aid policy, funding, and administration are affected by growth in the proportion of poor families in the population during the last two decades. A growing proportion of financial aid applicants and college freshmen are poor. Increasingly, the poorest college students are concentrated in public two-year colleges with very few attending public and private universities during the last decade. Matching of the family income profile against college attendance costs through need analysis finds that more than four out of five children would require financial assistance to be able to attend college today, even the least costly college, with less than 1 in 10 able to attend an average cost private college without financial aid. Results are detailed in narrative, graphic, and tabular form in sections on the following topics: (1) family income, (2) impact of the family income shift on aid applicants, (3) college enrollment shifts by family income, and (4) college attendance costs and expected family contribution. Eleven figures and eight tables are appended. Contains 18 references. (SM)

ED 316 092 HE 023 205

Mork, Dorlan
Motivation Materials for Junior High School Physical Science.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Charlotte. Coll. of Education and Allied Professions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 86
NOTE- 29p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- DPE-8319153
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; Chemistry; *Curriculum Development; Grade 9; Higher Education; Instructional Effectiveness; Instructional Materials; Junior High Schools; Material Development; Models; *Physical Sciences; Physics; Program Descriptions; *Science Curriculum; Secondary Education; State Universities; *Student Motivation; Videotape Recordings
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Motivation Materials Jr High School Physical Sci; *University of North Carolina Charlotte
The project was to design, produce, and field test interactive video materials to increase junior high school student interest in physics and chemistry. A curriculum development team consisting of junior high school physical science students and teachers and university educators produced a seven-part videotape series entitled "The Hypothesizers." Rather than emphasize science content, activities were designed to motivate and to engage students in anticipating, analyzing, hypothesizing, writing, discussing, and testing science-related problems and solutions. Two experimental and two control groups of ninth-grade students, totalling 341 subjects, participated in a pretest-stimulus-posttest trial of the materials. Data were collected using a specially-designed high school course interest inventory. For physics, all students using the materials reported a significantly greater interest increase than students receiving no stimulus or a placebo. For chemistry, one of the two experimental groups reported a significant interest increase. (Author/MSE)

ED 316 105 HE 023 218

Huling-Austin, Leslie
LBJ Institute for the Improvement of Teaching and Learning.
American Association of State Colleges and Universities, Washington, D.C.; Southwest Texas State Univ., San Marcos.
PUB DATE- 89
NOTE- 19p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Elementary Secondary Education; *Faculty Development; Grants; Higher Education; *Instructional Improvement; Models; Program Descriptions; Proposal Writing; Public Schools; Schools of Education; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; LBJ Institute for Improvement Teaching Learning; *Southwest Texas State University
The LBJ Institute for the Improvement of Teaching and Learning was established in 1985 by the School of Education at Southwest Texas State University. Its primary focus is to promote collaboration between the university and area public schools for the purpose of strengthening the educational programs in both settings. Institute staff have worked with area educators to identify priority needs and concerns. Collaborative projects to address these topics are supported by the Institute through competitive mini-grants offered each semester. In addition, the Institute coordinates a variety of training and professional development activities and preparation of proposals to seek external funding to support collaborative efforts. Projects have included research on instruction and curriculum development, classroom management, teacher training, and socio-educational issues. Appended materials include lists of collaborative topic projects and awards, of conferences and workshops held by the Institute, and of 1988-89 grant activity, and conference evaluation sheets. (MSE)

ED 316 118 HE 023 231

Hendon, Donald W.
International Business Studies.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
PUB DATE- 89
NOTE- 14p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *Business Administration Education; College Faculty; Degree Requirements; High Achievement; Higher Education; Interdisciplinary Approach; *International Trade; Models; Personnel; Program Costs; Program Descriptions; Program Design; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; International Business Studies; *Northern State University SD
The new International Business major within the School of Business, begun in fall 1989, is an ongoing, enriched program for highly motivated students of above-average scholastic achievement. Its primary purposes are to (1) prepare students to understand America's trading partners and (2) teach the technical knowledge needed in an international business environment. Additional objectives are to help students understand American culture in relation to others and to stimulate South Dakota's exports by means of a speaker's bureau and a statewide newsletter designed to keep the business community, government officials, and general public informed about current developments in international trade. Academic offerings include languages and culture, politics, and general and specific business subjects. Northern State University was selected as the site for the program because of its traditional focus on business, education, and the fine arts. Degree requirements include 52 semester hours in the major and 76 outside it. Four full-time-equivalent (FTE) faculty and two other FTE staff members are needed. The total cost of the first year of the program is about $298,000, of which $23,500 is a one-time cost and the remainder is an annual expense. (MSE)

ED 316 130 HE 023 243

Hazler, Richard J.
Expanding the University Environment in Rural Communities.
American Association of State Colleges and Universities, Washington, D.C.; Murray State Univ., Ky.
PUB DATE- 89
NOTE- 68p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance Patterns; Change Strategies; *College Attendance; College School Cooperation; Elementary Secondary Education; Higher Education; Models; *Outreach Programs; Program Descriptions; *Rural Areas; *School Community Relationship; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Expanding the Univ in Rural Communities; *Murray State University KY
Murray State University has established financial self-sustaining programs to provide high-quality academic experiences for non-college-age students in the rural environment surrounding the university. The programs are designed to promote the long-term goal of increasing college attendance rates in an area where they are among the lowest in the nation. Programs are developed in cooperation with the local school districts, and offer elementary and secondary students and adults multiple opportunities for academic contact with the university, its facilities, and faculty. These contacts are often the first made by individuals in the family, and encourage college attendance by a new generation of students. Programs include the original Summer Challenge for gifted junior and senior high school students, the Super Saturday program of 12-15 classes for gifted elementary school students, a Community Education Program for students and adults of all ages, and the Best Start for College and Summer Scholars programs bridging the high school-college gap for high-achieving students and those needing remediation. The programs have been well received, increased community contacts, and provided a service to the area. Program-related data and documents are appended. (MSE)

ED 316 155 HE 023 280

The Role of Faculty in the Governance of College Athletics. A Report of the Special Committee on Athletics.
American Association of Univ. Professors, Washington, D.C.
PUB DATE- Feb 90
NOTE- 7p.; Xerox copy with some faintness, some fill-in.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College Athletics; College Curriculum; *College Faculty; College Students; Educational Planning; Educational Quality; Higher Education; *Teacher Responsibility; Teacher Role

The report outlines general principles underlying faculty responsibility to ensure the integrity of the student athlete's educational experience and the procedures through which a faculty member should exercise that responsibility. The policy statement addresses the general allocation of authority in the governance of athletics, emphasizing the obligation of the faculty in ensuring academic primacy in an institution's athletics programs. A section on general principles identifies the following: the importance of full disclosure of information about the athletic program, the primacy of faculty responsibility for the athlete's educational experience, the faculty's role in policymaking in other aspects of the athletic program, and the institution's relationship with outside regulatory bodies. Suggested mechanisms for faculty participation include oversight of the educational experiences of athletes, institutional policy-making on athletics, and policy-making by outside bodies. The conclusion stresses that the faculty authority to establish and maintain general academic standards entails faculty responsibility to assure specific application of these standards to student athletes. A dissenting opinion encouraging the appointment by the American Association of University Professors of a committee to prepare suggestions for fundamental reform is attached. (SM)

ED 316 170 HE 023 407

Weissman, Robert; Bourke, Jaron
Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
Harvard Watch, Cambridge, MA.
PUB DATE- 24 Oct 88
NOTE- 21p.; For related documents, see HE 023 408-410.
AVAILABLE FROM- Harvard Watch, Mather House 153, Harvard University, Cambridge, MA 02138 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biomedicine; Business; Capitalism; Corporate Support; Economic Opportunities; *Entrepreneurship; Higher Education; Institutional Advancement; *Marketing; Medical Research; School Business Relationship; *Technology Transfer
IDENTIFIERS- *Harvard University MA; *Harvard Watch
In 1988, Harvard University unveiled plans for Medical Science Partners (MSP), a venture capital fund intended to invest in and commercialize faculty biomedical projects. Critical of what is perceived as a "15 year long trend" wherein Harvard has "forged deeper and more extensive ties with the biomedical industry," the document asserts that MSP will give Harvard a role and interest in the marketing of its faculty's research plus a vested interest in the health of the biomedical industry. Most of the fund will be for facilitating patenting, federal approval, commercial development, and marketing, with little monies going into laboratory research. Unlike the Ptashne case of 1980 squelched by President Bok as an "improper relationship," the MSP plan does not give Harvard equity in companies that result from its faculty's research. However, the authors argue against the MSP as currently conceived, addressing issues of structure; investors and investments; and patents, licenses, and profits. Six recommendations are proffered: the university must directly address the issues raised by the Ptashne case before embracing the MSP; the university must demonstrate the value and worthiness of the arrangement on its own terms; Harvard must demonstrate that any research project taken on by MSP falls into the development gap; the internal documents of the Academic Review Committee and Board of Directors of ION, Inc. should be made public; restructure the MSP proposal so it receives none of the partnership's profits; and no MSP funds should be invested in non-Harvard ventures. (JC)

ED 316 184 IR 014 143

Collins, J. H., Ed.; And Others
Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
SPONS. AGENCY- Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.
REPORT NO.- ISBN-0-905941-32-4
PUB DATE- Mar 89
NOTE- 616p.; For Volume 1, see IR 014 142; for the proceedings of the fifth conference, see IR 014 140-141.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Artificial Intelligence; *Computer Assisted Instruction; Computer Software; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interactive Video; Leadership; Open Education; *Teacher Education; Technology Transfer; Telecommunications

The second of two volumes in these proceedings contains the text (or, in some cases, an abstract) of 124 papers on the use of technology at all levels of education, including elementary, secondary, and higher education. These papers were presented at 25 topic sessions by delegates representing more than 30 nations. Themes of the sessions include: (1) educational administration and leadership; (2) enabling technologies; (3) higher education; (4) computers to enhance instruction; (5) artificial intelligence; (6) open and distance learning; (7) teacher education; (8) futures; and (9) software compatibility. Forty-one presentations from or descriptions of poster sessions are also included, and an alphabetical list of authors in this volume is provided. (GL)

ED 316 199 IR 014 192

Fisher, Charles W.
Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 15p.; Apple Classrooms of Tomorrow Research. For a related report, see ED 304 100. For additional reports in this series, see IR 014 193-196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Classroom Research; *Computer Assisted Instruction; Elementary Education; Grade 4; Intermode Differences; Interviews; Microcomputers; Observation
IDENTIFIERS- *Apple Classrooms of Tomorrow; *Empowerment
This study identifies classroom conditions that affect student empowerment and examines the relationship between student empowerment and high computer access (HCA). The study involved observation in two fourth grade classrooms--one week in an ACOT classroom (with high computer access), and one week in a non-ACOT classroom (without high computer access). Descriptive data were collected, including field notes, videotapes, interview notes, and student materials. The data were analyzed to identify conditions that affect student empowerment and to explore their relationship to the students' use of computers. Four classroom conditions were identified that promote student empowerment. Empowerment was high when students were able to shape their activities and assignments, when the assignments were sizeable, when the assignments were cognitively and socially complex, and when evaluative feedback to students was primarily private and task-related. The research indicates that these four conditions are also related to HCA. Questions arising from the research are: (1) What is an appropriate level of student empowerment? (2) What kinds of classroom management techniques work well in student-empowered classrooms? and (3) Is HCA related to the students' use of productivity software? (22 references) (GL)

ED 316 213 IR 014 211

Boyd, Vivian; And Others
Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Audiotape Recordings; *Business Education; *Dropout Prevention; Higher Education; Instructional Effectiveness; Instructional Materials; Intermode Differences; Remedial Instruction; Statistics; Undergraduate Students
IDENTIFIERS- *Supplementary Instruction; University of Maryland College Park

Business statistics is a required course for business and management majors and a prerequisite for advanced courses at the University of Maryland College Park. According to university records, typically 23% of the students enrolled for the course withdraw. The Counseling Center's Learning Assistance Service has a series of 16 45-minute audio-tutorial tapes with workbooks which presents important topics in basic statistics covered in the business statistics course. The taped series was offered to selected sections of the business statistics course as an adjunct to course presentations and discussions for helping students to keep up with the course material, and hence as a way of reducing the withdrawal rate from the course. Two sections of the course did not use the audiotape series and were identified as the non-treatment control group. Data concerning course grade, registration status, and academic action were obtained from university records, and were analyzed for four semesters subsequent to the semester of intervention. Students who listened to at least one of the tapes were significantly less likely to withdraw from the course and earned significantly higher grades for the course than did students who chose not to listen to the tapes and those in the control group. For four semesters after the semester of intervention, students who used the tapes held a steady re-enrollment rate of 94% as opposed to a declining enrollment rate for nonusers and for the control group. Tape users held an equally steady rate of re-enrollment in good standing (94%), while rates of re-enrollment in good standing declined for nonusers and the control group. These differences were not statistically significant; nevertheless this intervention is an effective adjunct to the course for highly motivated students and does have institutional significance. (GL)

ED 316 230 IR 053 076

Stebelman, Scott
Library Research Guide. Second Edition.
George Washington Univ., Washington, D.C.
PUB DATE- 89
NOTE- 39p.; Some tables and illustrations may not reproduce well due to small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Government Publications; Higher Education; *Library Instruction; *Library Skills; Periodicals; *Reference Materials; *Research Tools; *Search Strategies; Student Research; Workbooks

Designed to help undergraduate students find information and materials at George Washington University's Gelman Library, this guide teaches skills and concepts necessary to complete a research paper. Further, it is intended to equip students with skills that will help them in business, legal, medical, and other professions where finding information is crucial to job performance. The guide is divided into topical sections addressing six types of research tools: encyclopedias; books; call numbers; periodicals; newspapers; statistical sources; and government documents. Students are instructed about the content and uses of these tools; however, the emphasis is on research strategies. The guide is also designed to function as a diagnostic tool to help teachers determine students' progress on research papers and whether students have retrieved sufficient information and materials to write knowledgeably about their topics. Bibliography worksheets are included, which allow teachers to monitor student progress and suggest sections of the guide for students to examine and use for locating additional information or materials. (SD)

ED 316 244 IR 053 099

Snider, Susan C.; Schubert, Leda
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
New Hampshire State Dept. of Education, Concord.; Vermont State Dept. of Education, Montpelier.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Construction Programs; Elementary Secondary Education; Facility Guidelines; *Interior Design; *Learning Resources Centers; Library Cooperation; *Library Facilities; *Library Planning; Media Specialists; Organizational Objectives; Program Development; School Libraries; *Specifications
IDENTIFIERS- New Hampshire; *Vermont

This booklet provides guidelines and suggestions for planning school library media facilities. The intended audience is library media specialists; however, it is expected that administrators and architects may also find it useful. The importance of helping the architect understand the school media center's unique mission and relevant educational specifications--e.g., activities related to teaching and learning, patterns of use, and space requirements--is discussed, and checklists for educational specifications and monitoring progress are provided. A detailed discussion addresses the functions and relationships of major areas within the media center, e.g., circulation, reading areas, and computer laboratories; describes New Hampshire's minimum space requirements; and presents recommended space allocations in tabular form. General aspects of design that encourage easy access to information and services are outlined. Specific design considerations are offered for acoustics, color and signage, environmental control, handicapped access, lighting, safety, security, traffic flow, technology and communications, visibility, weight, and windows. Specific types of furniture and furniture arrangements are suggested, and tips for moving a library media collection from an old facility to a new one are provided. A narrative description of an elementary school library media center is appended together with examples of floor plans for elementary, middle, and high school library media centers. (11 references) (SD)

ED 316 257 IR 053 115

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Feb 87
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Check Lists; *Course Integrated Library Instruction; Elementary Secondary Education; Information Needs; *Learning Resources Centers; Library Skills; *Long Range Planning; Media Specialists; Outcomes of Education; *Program Development; Program Evaluation; State Programs; Worksheets
IDENTIFIERS- *Librarian Teacher Cooperation; *Oklahoma

Designed to aid local districts in implementing local school improvement plans, this three-part curriculum guide begins by addressing the long-range planning of library media programs. The first part suggests a 10-step process for planning and provides an example of a 5-year improvement plan for library media programs, a checklist for evaluating a school program, and a form for outlining an action plan. The second part provides both a general statement of the desired library media learner outcomes and a scope and sequence of information and literature appreciation skills (expressed as behavioral objectives) for each grade from K through 12. Suggestions and forms for teacher/librarian planning of integrated units are also provided. The third part presents three illustrative units, one of which includes masters for overhead transparencies and another a bibliography. Each unit includes its goal, suggested grade level, learner outcomes for both the subject area and information skills, suggested activities, teaching strategies, evaluation activities, and the responsibilities of both the teacher and the library media specialist. Appendixes include an analysis of the services provided by the library media specialist presented as a pie chart; descriptions of those services at the elementary and the secondary levels; a list of procedures to be followed by media specialists and teachers as co-designers of curriculum; a sample media specialist evaluation instrument; and a table clarifying the roles of the school principal, media specialist, and teacher in the team approach to the library media program. An 18-item bibliography is included. (SD)

ED 315 978 EC 222 731

Rhys, Jane, Ed.; Hodges, Harold, Ed.
State Plan for Special Education Effective July 1, 1989.
Kansas State Dept. of Education, Topeka. Special Education Administration Section.
PUB DATE- 13 Jun 89
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; *Educational Policy; Educational Practices; Incidence; School Districts; Special Education Teachers; *State Legislation; *State School District Relationship; *State Standards
IDENTIFIERS- *Kansas

The Kansas State Plan for Special Education is designed to trace specific special education issues through statute, regulation, and policy and to translate each issue into operational terms which can be followed by local education agencies. The informational format divides the plan into three major sections. The introductory section presents current data on the number of professional and paraprofessional teaching positions and the number of students being served by special education in Kansas. The section on State Department operations outlines how special education is administered at the State level. General assurances are given and requirements defined. The section on local education agency operations provides statute, regulation, and procedural guidelines for the local level. Administrative and procedural responsibilities of local education agencies are detailed covering such areas as local comprehensive plans, the least restrictive environment, cooperative agreements, reimbursement and finances, exceptional children enrolled in private schools, procedural due process, confidentiality, and class size and case loads. Appendices provide explanations of state policy concerning: the extended school year; a free appropriate education; the least restrictive environment; and suspension/expulsion of handicapped students. A glossary is provided as is a chart of maximum caseload by delivery model for 1989-90. (Author/DB)

ED 316 007 EC 230 013

Kraus, Lewis E.; Stoddard, Susan
Chartbook on Disability in the United States.
InfoUse, Berkeley, CA.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 89
NOTE- 67p.
CONTRACT- HN-88011001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Charts; Children; *Demography; *Disabilities; Employment Statistics; Graphs; Older Adults; Statistical Analysis; *Statistical Data; Statistical Studies; Statistical Surveys
This chartbook is designed as a graphic reference on national statistical information about disabilities. Each page contains a content question, explanatory text, and an explanatory chart or table as well as information on sources used. Key terms are shown in boldface and defined in a glossary. Section 1 provides demographic data on Americans with disabilities. Section 2 reviews more specific data on such characteristics as age, race, income and geographic location. Diseases, injuries, and impairments causing disabilities are discussed in section 3. Section 4 focuses on the elderly and children. Work disability is discussed in section 5. An appendix covers technical issues of each survey used for the charts. Contains 54 references. (PB)

ED 316 142 HE 023 255

Martin, Douglas
Materials and Assistance for Science Teaching.
American Association of State Colleges and Universities, Washington, D.C.; Sonoma State Univ., Rohnert Park, CA.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- TEI-8751303
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Demonstration Programs; Elementary Education; Higher Education; Inservice Teacher Education; *Instructional Materials; *Material Development; Models; Program Descriptions; *Science Instruction; Science Teachers; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Cotati Rohnert Park Unified School District CA; Materials and Assistance for Science Teaching; *Sonoma State University CA
The Materials and Assistance in Science Teaching project carried out a model program for improving science teaching in all 125 elementary classrooms in the Cotati-Rohnert Park Unified School District of Northern California. The project was a cooperative activity involving Sonoma State University and the school district, with funding shared by both. Its first year was devoted to adapting effective teaching techniques and methods to the specific objectives identified by the school district and to producing instructional kits and written information for teachers. Design and production were carried out by a team of school district teachers and a university science educator. Many district teachers were included in field trials and material evaluation to encourage them to commit to the project's goals and to ensure conformity to local needs. The project's second year was devoted to in-service training of all 125 teachers. District science mentor teachers provided three days of inservice training on the appropriate use of the instructional materials for all district teachers. Follow-up evaluation shows the project helped establish a uniform core science curriculum for the district. Teachers regarded the fact that the materials were developed by local colleagues as the most important factor in teachers' acceptance of the project. (Author/MSE)

ED 316 270 JC 900 113

Parnell, Dale
Dateline 2000: The New Higher Education Agenda.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-198-8
PUB DATE- 90
NOTE- 304p.
AVAILABLE FROM- American Association of Community and Junior Colleges, 80 S. Early Street, Alexandria, VA 22304 ($18.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; Citizenship Education; *Educational Finance; *Educational Trends; Financial Support; *Futures (of Society); Global Approach; Higher Education; High Risk Students; Outcomes of Education; Population Trends; School Business Relationship; Student Financial Aid; Two Year Colleges

Drawing from current statistical data and the views of educational, civic, and business leaders, this book analyzes the environmental, societal, and demographic changes to be expected in the 1990's and their implications for higher education. Chapter I examines the opportunities and challenges facing higher education in the 1990's. Chapter II explores the linkage between the economy and higher education. Chapter III discusses the impact of international and intercultural forces on higher education. Chapter IV suggests ways in which higher education can better serve the segment of the population considered under-educated and disadvantaged. Chapter V considers means by which colleges and universities can respond to political demands for accountability. Chapter VI discusses the role of higher education in developing a sense of civic responsibility among college students. Chapter VII examines the effects of demographic shifts on colleges and universities in the coming decade. Chapter VIII considers the impact of technological developments. Finally, chapter IX focuses on educational finance, discussing the true and perceived costs of a college education, the effects of cost containment measures, and student financial aid needs. A 97-item bibliography is included. (JMC)

ED 316 023 FL 018 329

Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
Michigan State Dept. of Education, Lansing.
PUB DATE- Aug 89
NOTE- 15p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); *Bilingual Education; Educational Environment; Educational Objectives; *Educational Policy; Elementary Secondary Education; English (Second Language); Inservice Teacher Education; Native Language Instruction; Parent Participation; Program Development; School Districts; Second Language Instruction; Self Esteem; *State Boards of Education; State Legislation; *Statewide Planning
IDENTIFIERS- *Michigan

The bilingual education policies established by the Michigan State Board of Education as a result of four state and federal policy actions are summarized, and seven guidelines for action are presented. The seven guidelines for action include the following: (1) students receiving bilingual instruction should be encouraged and given assistance to develop native language skills while acquiring English proficiency; (2) students receiving bilingual instruction should achieve at a rate commensurate with their age, ability, and grade level in all subject areas; (3) students receiving bilingual instruction should demonstrate growth in self-esteem; (4) students receiving bilingual instruction should be provided with a coordinated and integrated learning environment through effective articulation with the regular school program; (5) all teachers and staff of schools offering bilingual education should be involved in a comprehensive inservice training program; (6) parents and other community members should be involved in the planning, implementation, and evaluation of bilingual instruction programs; and (7) at the beginning of every school year, local school districts should submit a report describing plans for implementation of the 1974 state law. (MSE)

ED 316 038 FL 018 353

Johnson, William L.; And Others
A Study of the Training Needs in Preservice and Inservice Bilingual Education.
PUB DATE- 88
NOTE- 12p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Course Content; *Curriculum Design; *Educational Needs; Educational Trends; Higher Education; *Inservice Teacher Education; Occupational Surveys; *Preservice Teacher Education; Regional Characteristics; Trend Analysis
IDENTIFIERS- *New Mexico (East); *Texas (West)
This study investigated the priorities in preservice and inservice teacher training for bilingual education in West Texas and Eastern New Mexico. In the report, trends in the provision of bilingual teacher training are reviewed, the development of a survey for school districts to identify specific training needs is described, and the study's findings are summarized. The survey development process involved: the development of a pool of subscaled questions; the development of questionnaire forms and a pool of instrument questions; the selection of bilingual education personnel to respond to the scale; administration of the scale; the development of computer programs for scoring and classification; and reliability and validity assessments. In the study, 200 bilingual personnel rated their competence and desire for training in 40 specific areas within 6 general areas. Results indicate priority training needs are in (1) evaluation techniques, (2) language, linguistics and content; (3) curriculum and instruction; and (4) culture, with (5) staff organization and (6) human skills ranked lower. The findings suggest that bilingual personnel need and wish preservice and inservice training in bilingual education. (MSE)

ED 316 067 HE 022 213

Stark, Joan S.; And Others
Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- NCRIPTAL-TR-88-C-002.0
PUB DATE- 88
NOTE- 225p.
GRANT- OERI-G008690010-88
AVAILABLE FROM- National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Bldg., The University of Michigan, Ann Arbor, MI 48109 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Course Organization; Curriculum Development; *Educational Development; *Educational Planning; Higher Education; Learning; Objectives; Questionnaires; Student Attitudes; Student Characteristics; Teacher Role; *Teaching Methods
IDENTIFIERS- *Goal Setting
To discover how courses are planned and taught, faculty and their students at three community colleges, two liberal arts colleges, two comprehensive universities, and one doctoral university were interviewed with a protocol based on current theories of course design. Their candid responses indicate that academic content, materials, student characteristics, and faculty beliefs are the strongest influences on course planning. Nine chapters provide the following information: (1) background; (2) study purposes; (3) guiding models for the study; (4) study method; (5) overview of study results; (6) special topics of current interest (curricular issues, faculty perceptions of students and their learning needs, and faculty and student interaction); (7) results of student interviews; (8) how course designs are expressed in syllabi; and (9) summaries, implications, and next steps. It is concluded that course level planning strategies are important in student learning; that more specific focus is needed on the effect of clarity of plans on student learning, and this model can be used to approach improvement of course planning from many vantage points. Seven appendices provide: the faculty interview protocol; the student on the effect of clarity of plans on student learning; and that this model can be used to interview protocol; student experimental questionnaires; syllabus checklist; profiles of each of the eight fictionally named cooperating institutions; an outline of exploratory regression variables; and a coding sheet for determining levels of course planning. Contains approximately 90 references and 85 tables. (SM)

ED 316 185 IR 014 152

Reiser, Brian J.
Pedagogical Strategies for Human and Computer Tutoring.
PUB DATE- Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; *Feedback; Instructional Design; Interaction; *Problem Solving; Programing; Teaching Methods; *Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems; *Model Tracing Tutor
The pedagogical strategies of human tutors in problem solving domains are described and the possibility of incorporating these techniques into computerized tutors is examined. GIL (Graphical Instruction in LISP), an intelligent tutoring system for LISP programming, is compared to human tutors teaching the same material in order to identify how the intelligent tutoring system achieves the pedagogical goals of human tutors. This comparison shows that model-tracing tutors can provide the immediate feedback and guidance provided by human tutors, such as hints when students are stuck, feedback to help in locating an error, and guidance in repairing an error. Currently, human tutors are more subtle, less direct, and possibly more gentle in this feedback process, but the cognitive and motivational consequences have yet to be explored. Computer tutors are currently limited by a low bandwidth of communication, but many advantages of visual displays are now being explored. Much further research is needed on the issues of the timing and content of feedback, student control, and learning by discovery. Intelligent tutors are now being used as experimental tools with which to explore these issues. (45 references) (GL)

ED 315 894 EA 021 640

Hay, LeRoy E., Ed.; Roberts, Arthur D., Ed.
Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position Paper.
Connecticut Association for Supervision and Curriculum Development, Southport.
PUB DATE- Aug 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Trends; Elementary Secondary Education; Enrollment Influences; Enrollment Trends; *Futures (of Society); Global Approach; Nontraditional Education; Participative Decision Making; School Based Management; School Demography; Technological Advancement; Trend Analysis
IDENTIFIERS- *Connecticut
Beginning in May 1987, a committee formed by the Connecticut Association for Supervision and Curriculum Development met regularly for over a year to identify and analyze the important trends in U.S. society that are projected to occur by the start of the 21st century. From the analysis, the committee selected and organized 10 trends that the members thought would most affect education in Connecticut and the nation; the trends are presented in this document. For each trend, a background summary and projections for its future are included. Additionally, the impact that each may have on the school curriculum and the curriculum delivery are discussed. Among the predicted trends are the following: (1) technology will become even more powerful, convenient, and complex; (2) the world will continue to become more globally interdependent; (3) U.S. society will continue to demand an even more convenient lifestyle, expecting all institutions to deliver their services with ease and speed; (4) alternatives to public education will continue to grow in popularity and to gain public support; and (5) a shortage of qualified teachers and administrators will necessitate alternative approaches to training, recruiting, and certifying professional educators. Additional sources for trend followup are provided. (KM)

ED 315 908 EA 021 666

Purkey, Stewart C.
A Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Working Meeting on Student Discipline Strategies Analysis of the Office of Research, Office of Educational Research and Improvement, U.S. Department of Education (Washington, DC, November 6-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Standards; Curriculum Development; *Discipline Policy; Elementary Secondary Education; Instructional Improvement; *Organizational Change; *Relevance (Education); School Organization

Organizational changes, within the existing structure of public schooling, have the potential to decrease the oppositional behavior of students and to foster humane, positive learning and working environments. It has been documented that managers can create organizational structures that promote positive behaviors and facilitate people's willingness and ability to assume responsibility for what they do within the organization. Applied to schools, this approach assumes it is far easier to change organizational structure and culture than it is to "fix" the people within schools. Additionally, a structural-cultural approach attacks the sources--for most students--of oppositional behavior and thereby increases school authorities' ability to respond appropriately to the relatively few students whose serious misbehavior demands exceptional disciplinary treatment. Thinking about school discipline as a problem of organizational structure and culture is a more useful and pragmatic approach than searching for a one-best technology or single strategy that probably does not exist. Moreover, improving discipline by altering the dominant forms of curriculum and instruction within schools--a strategy that addresses significant sources of student opposition to schooling--is likely to be a more enduring strategy than the historically bankrupt effort to end misbehavior by relying on instructional control via closer monitoring and stricter punishment. (56 references) (KM)

ED 315 935 EC 222 047

Duganne-Glicksman, Mary Ann; Dutton, Donna H.
An Effective Community Advisory Committee (CAC). Revised.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 32p.; Revision by Lynn Carlisle and Pat Lesniak. For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advisory Committees; *Community Development; *Community Programs; *Disabilities; Elementary Secondary Education; *Group Guidance; Parent School Relationship; Participative Decision Making; *Teamwork
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on effective community advisory committees (CACs). The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) understand the legal origins of CACs, (2) understand the mandated functions of CAC, (3) recognize the past accomplishments of your CAC, (4) recognize the functions of an effective CAC, (5) recognize the benefits of having an effective CAC, and (6) develop goals for your CAC. A bibliography identifies six books, magazines, or other resources. (DB)

ED 315 950 EC 222 100

Cox, June
The Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
PUB DATE- 88
NOTE- 28p.; Funded by the Sid W. Richardson Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Demonstration Programs; *Educational Practices; Elementary Secondary Education; *Gifted; *Models; Program Development; Program Effectiveness
IDENTIFIERS- *Richardson Study
This monograph describes the organization, findings, and impact of a 4-year study which investigated programming options for able learners. The study had three goals: to find out what was being done in schools for able learners, to judge the effectiveness of current programs, and to recommend practices and programs which would result in excellence. To implement the results of the study, a model program called the Pyramid Project was developed. Four school districts of different sizes in the Fort Worth/Dallas (Texas) area work cooperatively to provide services that best meet the needs of able learners. The document describes demographic characteristics of the school districts, their commitment to the project, start up, staff development, and emphasis on flexible pacing of able learners. Another Pyramid Project in Ardmore, Oklahoma, is also briefly described. A summary of recommendations for the education of able learners concludes the report. (JDD)

ED 315 964 EC 222 717

Reiman, John; Bullis, Michael
The Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Aug 88
NOTE- 7p.; Page one has art as background to text, creating hard-to-read "marbled" effect.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Daily Living Skills; *Deafness; Education Work Relationship; Employment Potential; *Evaluation Methods; High Schools; *Job Skills; Postsecondary Education; Student Evaluation; *Test Construction; *Transitional Programs; Young Adults
IDENTIFIERS- Transition Competence Battery
The lack of appropriate assessment tools designed for deaf adolescents and young adults making the transition from educational programs to adult life is cited as one of the most glaring deficits in the field of deafness. The Transition Competence Battery (TCB) is being developed as an assessment tool that will guide individual training decisions and measure overall program impact. The TCB is being designed to be appropriate for adolescents and young adults with deafness, to include content that is clearly relevant to this population, to be easy to administer and score, and to retain strong psychometric properties. Development of the TCB began when 18 professionals in the field of deafness generated a list of 27 employment competencies and 28 independent living competencies and rated their importance and their presence in the target population. A national survey of 307 professionals then prioritized the importance of the competencies. Test items within each content domain were developed, and a pilot test was administered. Subsequent plans involve standardizing the TCB on a national sample, finalizing it, and disseminating it. (JDD)

ED 315 993 EC 222 747

A Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Developmental Disabilities; *Disabilities; Employment Opportunities; Employment Programs; Employment Services; Federal Programs; Mental Disorders; Neurological Impairments; *Parent Education; *Parent Materials; Parent Participation; Parent Workshops; State Programs; *Supported Employment

This book includes an annotated bibliography of approximately 150 journal articles, manuscripts, books, and audiovisual materials, as well as a listing of some of the parent training groups which have developed workshops and other resources for parent training on the topic of supported employment for persons with disabilities. In addition to bibliographic data, a short summary of the material's potential applicability and information on how to obtain copies are included. Parent training resources include parent perspective resources, parent training models, national and state projects for parent training, audiovisual aids, and trainer resources. Resources more specific to supported employment cover supported employment resources for persons with developmental disabilities, chronic mental illness, and traumatic brain injury, as well as social security and work incentive programs. Other groupings include resources on secondary transitions and personal futures planning. (PB)

ED 316 008 EC 230 014

16-19: The Right to Further Education. CSIE Factsheet.
Centre for Studies on Integration in Education, London (England).
PUB DATE- 89
NOTE- 5p.; Photographs will not reproduce.
AVAILABLE FROM- Centre for Studies on Integration in Education, 4th Floor, 415 Edgware Rd., London, NW2 6NB, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advocacy; *Civil Rights Legislation; *Disabilities; *Educational Legislation; Educational Responsibility; Federal Legislation; Financial Support; Foreign Countries; Postsecondary Education; *School Districts; *School Responsibility
IDENTIFIERS- England

This factsheet discusses England's 1988 Education Reform Act's position regarding the right of every student under 20 years of age to full-time education, regardless of disability or learning difficulty. Special emphasis is put on the responsibilities local education agencies face as a result. Summaries of other relevant legislation are also provided to help students and advocates make effective requests for education from 16 to 19 years of age. Such questions as school versus college, fees, grants and benefits, and training centers are also discussed briefly. (PB)

ED 316 054 FL 018 377

Cheng, Chin-Chuan
Quantifying Affinity among Chinese Dialects.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-10-86
PUB DATE- Aug 86
NOTE- 25p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 60801.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Chinese; Classification; Comparative Analysis; *Contrastive Linguistics; *Dialects; Mathematical Applications; *Phonology; Research Methodology; Statistical Analysis; *Structural Analysis (Linguistics); Tone Languages; Uncommonly Taught Languages; Vocabulary
A study of the relationships between Chinese dialects based on a quantitative measure of dialect affinity is summarized. First, tone values in all the dialect localities available in the early 1970s were used to calculate the dialectal differences in terms of tone height with respect to the "yin and yang" split. In the late 1970s, calculations of lexical correlations among Chinese dialects were performed and the degree of affinity was suggested as a way of viewing dialect relations. More recently, the correlation method was applied to phonological elements for measurements of relatedness. In this report, the earlier attempts at quantification are reviewed and the latest results are presented. Seventeen dialects are included in the study. The quantitative results are found to support what is already known about the qualitative relationships of the dialects. The differential roles played by lexicon, initials, finals, tones, and some combinations in enlarging or compressing distances between dialects are highlighted. The most significant contribution of the quantitative study is seen to be the establishment of a methodology for calculating dialect closeness and determining dialect subgrouping. (MSE)

ED 316 093 HE 023 206

Coulter, Sara; Hedges, Elaine
Integrating the Scholarship on Women: Transforming the Curriculum.
American Association of State Colleges and Universities, Washington, D.C.; Towson State Univ., MD.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE- 88
NOTE- 35p.; This report is one of a group gatherted by the AASCU/ERIC Model Programs Inventory Projejct, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- 116-AH-30780
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Biology; Business Administration; *College Curriculum; College Instruction; *Curriculum Development; Education; English; Higher Education; History; Intercollegiate Cooperation; *Interdisciplinary Approach; Introductory Courses; Models; Program Descriptions; Psychology; Sociology; State Universities; *Womens Studies
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Integrating the Scholarship on Women; *Towson State University MD
Towson State University's 3-year project integrated new scholarship on women into the curriculum, with emphasis on introductory survey courses in eight disciplines: art, biology, business, education, English, history, psychology, and sociology. About 70 faculty met in workshops for five semesters to (1) read and discuss new scholarship on women; (2) evaluate current syllabi and create new syllabi incorporating the new scholarship; and (3) prepare to teach the new syllabi in their classes. Workshop activity was supplemented by three conferences on integrating the new scholarship on women into the curriculum, on interdisciplinary study, and on pedagogy. The project concluded with an area conference to disseminate its results to neighboring institutions.

Other products of the project include a 140-page booklet entitled "Resources for Curriculum Change" and six issues of a newsletter describing the processes and outcomes of the project. (Author/MSE)

ED 316 106 HE 023 219

Porter, Dale H.
CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
American Association of State Colleges and Universities, Washington, D.C.; Western Michigan Univ., Kalamazoo.
PUB DATE- 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Consortia; *Courseware; *Curriculum Development; Higher Education; *History Instruction; *Independent Study; Material Development; Models; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; CLIOTUTOR; *Western Michigan University
CLIOTUTOR is a computer-assisted instructional package of 30 tutorial lessons keyed to a standard text and operated with a VAX computer system. Western Michigan University, a member of the CLIOTUTOR consortium, operates its own copy of the program in conjunction with a redesigned two-semester freshman history course. CLIOTUTOR provides a half-hour lesson weekly for each student on questions related to assigned text material. The major goal for using CLIOTUTOR is to make students responsible for learning text material outside class, so classroom sessions can be used for audiovisual presentations, directed writing assignments, and discussion of more complex issues. A secondary goal is instructional cost-effectiveness. Two faculty members administer CLIOTUTOR for three to four sections of a freshman Western civilization course totaling 150-200 students. Some students repeat lessons as review before exams. Informal surveys, personal interviews, and faculty observation suggest that most students enjoy working with CLIOTUTOR and find it an effective way to understand and remember text material. It is particularly

appreciated by students whose reading comprehension is modest or poor. Students' major complaint is limited access to the terminals. Faculty feel students understand text material better when they come to class. (MSE)

ED 316 119 HE 023 232

Haigh, William E.
Improvement of Under Prepared Mathematics and Science Teachers.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- TEI-8550109
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; College Faculty; Computer Oriented Programs; Cooperation; Discovery Learning; Higher Education; *Inservice Teacher Education; Interprofessional Relationship; Junior High Schools; Laboratory Procedures; *Mathematics Teachers; *Methods Courses; Models; Problem Solving; Program Descriptions; Program Effectiveness; Program Evaluation; Proof (Mathematics); Research Methodology; *Science Teachers; Secondary Education; *Secondary School Teachers; State Universities; Summer Programs; Teaching Methods
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Improvement of Under Prepared Math Sci Teachers; *Northern State University SD

This 3-week summer project was designed to (1) identify and improve the teaching capabilities of under-prepared junior high school mathematics and science teachers and (2) acquaint college and junior high school teachers with current techniques in mathematics and science at the two different levels (college and junior high) and continue cooperative activities between them. In 1985, 20 teachers participated in a National Science Foundation summer institute. The first 2 weeks were devoted to training in mathematics and science content and teaching techniques. Lectures, demonstrations, and discussions emphasized problem-solving, classroom computer use, discovery techniques, the importance of proof, laboratory techniques, and encouragement of research by students and teachers. During the third week, participants were able to test these concepts and techniques by working with students in the college's annual junior high school math and science camp. Teacher self-evaluation of teaching skills at the beginning and end of the 3-week program showed higher ratings in each of six skill areas upon program completion. Participant ratings of the program were high. In a survey after one semester back in the classroom, each participant described at least five new classroom and professional activities initiated because of experiences at the summer institute. Administrators also attributed increased teacher effectiveness to program participation. (MSE)

ED 316 131 HE 023 244

Reed, Robert R.
Emergency Administration and Planning Institute.
American Association of State Colleges and Universities, Washington, D.C.; North Texas State Univ., Denton.
PUB DATE- 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Bachelors Degrees; Computer Assisted Instruction; Computer Oriented Programs; Distance Education; *Emergency Programs; Higher Education; Models; *Planning; *Program Administration; Program Descriptions; *Public Administration; State Universities; Visual Aids
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Emergency Administration and Planning Institute; *University of North Texas
The Emergency Administration and Planning program at the University of North Texas (Denton) is the only undergraduate degree-granting program in emergency management and training in the country. It is a 128-hour program based on a public administration curriculum, with additional coursework in behavioral analysis, sociology, rehabilitative studies, and emergency administration and planning. Course offerings have doubled in 2 years, with 36 semester hours of credit now available in emergency management. The program is leading the university in the development of computer graphics and state-of-the-art image projection techniques to enhance classroom learning. The technology is also used for authoring innovative computer-assisted-learning courses for the distant learner. Three staff members perform teaching and administrative duties. Expansion to a Master's program is anticipated. Student enrollment and semester hour production has increased over 400% in 4 years, with over 80 majors. Of the 20 graduates to date, 3 have received scholarships for the Master's program in public adminstration. Continued inclusion of the program as a special line item appropriation in the state budget is additional evidence of program success. (MSE)

ED 316 156 HE 023 281

Fordyce, Hugh R.; Kirschner, Alan H.
1989 Statistical Report.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- 89
NOTE- 85p.
AVAILABLE FROM- United Negro College Fund, 500 East 62nd St., New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; Black Education; College Admission; College Faculty; Degrees (Academic); *Educational Finance; Endowment Funds; *Enrollment Trends; Higher Education; Minority Groups; Student Characteristics
IDENTIFIERS- *United Negro College Fund
The report is an annual update of statistical information about the 42 member institutions of the United Negro College Fund, Inc. (UNCF). Information is provided on enrollment, admissions, faculty, degrees, financial aid, college costs, institutional finances, and endowment. Highlights identified include: the fall 1989 total enrollment was a 10% rise over 1987 and 13% over 1986; 42% of the total enrollment was male; 42% of the enrollment was classified as freshman; Georgia, Florida, and South Carolina were the leading states in regard to the home residence of UNCF students; 45% of the freshmen applicants admitted to UNCF colleges become enrolled students; almost 50% of full-time faculty possessed a doctoral degree; the average full professor at a UNCF college earned $28,443; the total number of degrees awarded (5,728) was 2% more than in the previous year; and the value of endowment funds in June 1988 ($13 million) more than doubled in the past 6 years. Thirteen tables or figures provide detailed statistics. Sample topics of the 29 appendices include full-time and part-time enrollment, enrollment by sex, faculty by race and degrees, faculty turnover and tenure, degrees conferred by major, institutional costs, revenues and expenditures, total endowment, and UNCF member colleges. (SM)

ED 316 200 IR 014 193

Hiebert, Elfrieda H.; And Others
Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 16p.; Apple Classrooms of Tomorrow Research. For additional reports in this series, see IR 014 192-196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Cooperative Learning; Elementary Education; Evaluation Methods; Grade 3; *Instructional Development; Keyboarding (Data Entry); Microcomputers; Observation; *Word Processing; *Writing Instruction
IDENTIFIERS- *Apple Classrooms of Tomorrow

This report summarizes the curriculum development and research effort that took place at the Cupertino Apple Classrooms of Tomorrow (ACOT) site from January through June 1987. Based on the premise that computers make revising and editing much easier, the four major objectives emphasized by the computer-intensive writing program are fluency, knowledge of text structures, writing processes, and sharing. Research indicates that the computer helps facilitate each of these objectives. An exploratory study of the ACOT writing program using classroom observations, student work samples, and interviews with teachers indicated that: (1) quality of instruction, not merely access to computers, is the more significant factor in learning to write; (2) students maintained a level of enthusiasm, comfort, and persistence seldom seen when they have to write by hand to plan, draft, and revise their writing; (3) writers were much more willing to share their work when they had legible, computer-produced text on their screens and on the printed page; (4) students wrote more and better when they used computers for their daily writing activities; (5) low-achieving students demonstrated significant improvement in the quantity and elaboration of their writing; and (6) once third-grade students learned to keyboard an average of 26 words per minute, they were able to record thoughts faster than they could by hand. Critical findings emerging from the study are: (1) any sound writing program can be better facilitated when children write with computers regularly; (2) effective instruction is critical for students to become competent writers; and (3) collaboration between teachers and researchers can produce successful research-based instructional programs. (5 references) (GL)

ED 316 231 IR 053 077

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
Iowa State Dept. of Cultural Affairs, Des Moines. State Library.
PUB DATE- Jan 89
NOTE- 17p.; Two tinted pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Access to Information; Elementary Secondary Education; Financial Support; Higher Education; *Library Automation; *Library Networks; *Long Range Planning; Public Libraries; School Libraries; *Shared Library Resources; Special Libraries; State Libraries; *State Programs; Technological Advancement
IDENTIFIERS- Library Services and Construction Act; *Multitype Library Cooperation; Retrospective Conversion (Library Catalogs)

The Director of the Department of Cultural Affairs appointed a task force, to be chaired by the State Librarian of Iowa, to evaluate technologies available for libraries and potential uses for the technologies deemed valuable; discuss problems from the viewpoint of the library user in the establishment of cooperative programs; and develop a comprehensive long-range plan for library cooperation. In order of priority, the recommendations of the task force advocate: (1) support for multitype libraries (i.e., academic, public, school, special, and state) by transferring Iowa's approximately $1.5 million Library Services and Construction Act grant from the State Library to local libraries on a competitive bid basis; (2) an appropriation of $200,000 to the State Library to purchase an integrated, automated library system, and a $119,000 increase in appropriations for the State Library to cover costs of professional staff for statewide library automation consulting; (3) an increase of $4.1 million for "Information Iowa," which provides Iowans with access to materials and strengthens collections statewide; (4) expanded funds to cover the cost of a statewide delivery system and for the purchase and installation of a statewide telefacsimile network; (5) a statewide retrospective conversion of library records into machine-readable format; and (6) $550,000 to supplement interlibrary loan services in multitype libraries across the state. (SD)

ED 315 921 EA 021 711

McDowell, Lena; Morgan, Frank B.
Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-094
PUB DATE- Mar 90
NOTE- 28p.; Data Series: DR-CCD 88/89-1.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Government Publications; *Institutional Characteristics; National Surveys; *Public Schools; *School Demography; School Districts; School Personnel; *School Statistics; School Surveys; Statistical Analysis; Statistical Surveys; Tables (Data); Teacher Student Ratio
Comparing regional and subregional division characteristics of public elementary and secondary education in the United States, this report presents selected key statistics for each of the 50 states, the District of Columbia, and 5 outlying areas. This report is based on responses to the "Public Elementary and Secondary School Universe" and the "Public Elementary and Secondary Education Agency Universe" surveys received from state education agencies in the spring and summer of 1989. Information for the school year 1988-89 is presented on the public schools by state, including: elementary and secondary schools; racial/ethnic composition of schools; students; teachers; and state agencies. A sample school universe survey form and an educational agency universe survey form are included. (KM)

ED 315 979 EC 222 733

Steller, Arthur W.
A Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
PUB DATE- 88
NOTE- 45p.; Course requirements, Oklahoma City University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Economics; *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; Federal Legislation; Government School Relationship; Individualized Education Programs; Resource Allocation; *State Aid; State Federal Aid; *State School District Relationship; State Standards
IDENTIFIERS- Education for All Handicapped Children Act; *Oklahoma

This study examined the extent to which federal and state funding compensates for the excess cost of educating students under Public Law 94-142, the Education for All Handicapped Children Act. The literature is supports of the contention that the high costs of educating a handicapped child were well known prior to passage of P.L. 94-142, which mandated an "individualized education program" (IEP) for each covered child as well as varous special education services. Requirements of the Law that all needed special education and related services be included in the IEP even when such services cannot be provided by the local education agency are discussed. The Oklahoma weighting formula which partially recompenses local districts for excess costs of educating handicapped children is cited. The opinion of school superintendents across the state that the weights are generally too low is also noted. Actual costs of educating each category of handicapped student in Oklahoma City were compared with costs of educating the average nonhandicapped student and these costs were then compared with total revenues received per student. The results of the study are seen to provide a rationale as well as a quantitative basis for assigning more appropriate weights for each category. 14 references. (DB)

ED 316 080 HE 022 984

Mortenson, Thomas G.
Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- May 89
NOTE- 72p.; For related documents, see ED 312 930 and HE 022 981-983.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; College Applicants; Demography; *Dislocated Workers; *Displaced Homemakers; Educational Finance; *Financial Aid Applicants; Financial Support; Higher Education; Questionnaires; *Student Financial Aid
This document, the fifth in a series of student financial aid research reports, summarizes the results of three American College Testing (ACT) program studies of the new financial aid applicant categories of dislocated workers and displaced homemakers. The three studies involved description, verification, and simulation, respectively. The description study examined ACT Assessment and Family Financial Statement (FFS) records and concluded that differences exist between those who identify themselves or their parents as either dislocated workers or displaced homemakers and other FFS filers. Displaced homemaker applicants or their dependents reported notably lower incomes and often no home equity. The verification study found that only about a third of survey respondents provided convincing responses confirming their status as dislocated workers or displaced homemakers, suggesting that they were not eligible to claim special formula treatment under the Congressional Methodology of need analysis. The simulation study compared the effects on expected family contributions of the special formula treatments for income and home equity. For well over half of both dislocated workers and displaced homemaker applicants, the special treatment did not affect expected family contributions by more than $100. For the remainder, the special formula treatment usually reduced expected family contributions. The result was that applicants were qualified for higher levels of student financial aid, with those from higher family incomes more likely to benefit from the special treatment formula. Survey respondents' comments are appended. Contains four references. (SM)

ED 316 143 HE 023 256

Beck, Clark E.
Wright STEPP (Wright State University Engineering Preparation Program).
American Association of State Colleges and Universities, Washington, D.C.; Wright State Univ., Dayton, Ohio.
PUB DATE- 89
NOTE- 16p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; *College Bound Students; *College Preparation; College School Cooperation; *Engineering Education; Higher Education; Industry; *Minority Groups; Models; Program Descriptions; School Business Relationship; Secondary Education; State Universities; Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Dayton Public Schools OH; Wright State Engineering Preparation Program; *Wright State University OH

The College of Engineering and Computer Science at Wright State University implemented its first summer pre-engineering program in 1988 to increase the number of minority students from the area who graduate from high school with sufficient interest and academic preparation to successfully pursue engineering or some other science- or mathematics-based career at the college or univeristy level. The 5-week program for students in Grades 7-10 includes mathematics, logic, problem-solving, computer science, an introduction to engineering, and such non-academic components as role models, academic motivation and enrichment, career awareness, study skills development, field trips and tours, and physical activities. Participating partners are the university, the Dayton Public Schools, the Aeronautical Systems Division, and industry. The university provided initial funding and will seek outside funding for continuation and expansion. The program begins with a maximum of 40 students and will expand to include about 200 from the Dayton area. (Author/MSE)

ED 316 171 HE 023 408

Bourke, Jaron
The New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
Harvard Watch, Cambridge, MA.
PUB DATE- 16 Nov 88
NOTE- 31p.; For related documents, see HE 023 407-410.
AVAILABLE FROM- Harvard Watch, Mather House 153, Harvard University, Cambridge, MA 02138 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biomedicine; Business; Capitalism; *Corporate Support; Economic Opportunities; *Entrepreneurship; Higher Education; Institutional Advancement; Marketing; *Medical Research; Private Financial Support; School Business Relationship; Technology Transfer
IDENTIFIERS- *Harvard University MA; Harvard Watch; Public Interest; *Secrecy
Harvard Watch asserts that withholding essential information from public scrutiny is not uncommon at Harvard University. Maintaining that Harvard has reversed its position from extolling the virtues of public disclosure to one of imposing secrecy, the document suggests that this about face is linked to the university's recent collaboration with the private sector biomedical industry. Describing a case in which a Medical School dean knew about illegal and unethical misconduct of a research fellow 5 months prior to public exposure, the document suggests Harvard officials routinely refuse the public direct access to information about corporate sponsored research agreements or to internal records of fraud, ethical misconduct, and wastefulness. Since Harvard has recently entered into research agreements with many chemical and pharmaceutical companies, Harvard Watch recommends public disclosure of: the conclusions of academic review committees and all other committees that investigate ethical misconduct; the texts of all collaborative research agreements with private sector biomedical companies; the extramural affiliations and commitments of Harvard faculty; the name of each company that sponsors Harvard research and the dollar amount of their sponsorship; the names of the principal investigators who benefit from the sponsorship; and a detailed explanation of the purpose of the research. (SM)

ED 316 214 IR 014 212

Price, Robert V.
The Videodisc: A Multi-Purpose Instructional Tool.
PUB DATE- 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Cost Effectiveness; Equipment Evaluation; *Information Retrieval; *Information Storage; *Interactive Video; *Videodisks

This discussion of the laser videodisk begins by noting that it is an extremely high density visual storage medium that can supply instructors with vast visual warehouses to supplement instruction, whether through conventional group presentations or via individualized computer assisted instruction. Major features of the medium are then described with an emphasis on: (1) its cost-effectiveness; (2) its capacity for easy random access to information; (3) its capacity to handle motion video in slow, normal, and fast modes; (4) its capacity to utilize two audio tracks for high quality stereo music reproduction, dual language narration, or two different instructional tracks; (5) its durability as compared to conventional media; and (6) its ability to complement computer assisted instruction. Projected future applications of the medium are outlined. (9 references) (GL)

ED 316 245 IR 053 100

Childers, Thomas; Van House, Nancy A.
The Public Library Effectiveness Study: Final Report.
Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-89-715
PUB DATE- Aug 89
NOTE- 101p.
GRANT- G008720290
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; *Library Research; Library Role; Library Surveys; Organizational Objectives; *Program Effectiveness; Program Evaluation; *Public Libraries; Questionnaires; Research Methodology

This study investigated the construct of effectiveness as it applies to public libraries and developed a methodology that can be transferred to other types of libraries and organizations. The research team began by compiling a list of indicators that are commonly used to gauge library effectiveness within the areas of: (1) services access; (2) internal administrative processes; (3) administrative resources; (4) community relationships; (5) materials; (6) service output; (7) physical plant; (8) broad social impact; (9) service offering/fit with community; (10) service quality; (11) staff; (12) internal technical processes; and (13) user population/market penetration. A mail questionnaire was sent to members of seven major constituencies of public libraries at 84 sites, and an overall response rate of 89.8 percent was achieved. The survey asked library managers, library service personnel, library trustees, library users, friends of the library, local officials from the library's funding jurisdiction, and community leaders with influence on library decisions, which indicators they most preferred. Librarians were also asked to rate their library's performance for each indicator. It was concluded that, although libraries which place priorities on different roles have different performance profiles for the indicators included on the survey, there is more agreement than disagreement among the various public library constituents as to what constitutes effectiveness. (28 references) (SD)

ED 316 258 IR 053 118

Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-002554-2
PUB DATE- 88
NOTE- 163p.; Series of International Reports on Education (SIRE).
AVAILABLE FROM- International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland (microfiche price for entire collections of a given Conference is 1 Swiss franc per fiche; add costs for registered mail).
LANGUAGE- English; French; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conference Proceedings; Developed Nations; Developing Nations; Distance Education; *Educational Administration; *Educational Development; *Educational Policy; Foreign Countries; Indexing; International Cooperation; *International Education; International Organizations
IDENTIFIERS- *UNESCO

Composed of two sections, this catalog lists 925 documents prepared for and produced by the 37th through the 40th sessions of the International Conference on Education (1979, 1981, 1984, and 1986). Included are reference and information papers contributed by the United Nations Educational, Scientific, and Cultural Organization (Unesco) headquarters units and other institutions; final reports and recommendations to the Ministries of Education on themes from each of the Conferences; and reports on the development of the education systems of individual member states. In the first section, the national reports and replies to questionnaires are listed by country in alphabetical order by the English name of the country. In the second section, the Conference documents--i.e., the working papers and the final report for each session--are listed in chronological order of the session. Entries include the authoring country, conference year, agency or organization from which the document originated, individual author, document title, place of publication, publisher, date of publication, number of pages, questionnaire reference number, and English keyword indexing terms for computer storage and retrieval from the 1984 edition of the "UNESCO: International Bureau of Educaton Thesaurus." The table of contents and introduction appear in English, French, and Spanish; the titles of many of the documents are in the language of the country of origin. (SD)

ED 316 271 JC 900 121

Word, Miriam F.
A Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
PUB DATE- Jan 90
NOTE- 60p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Community Colleges; Surveys; Two Year Colleges; *Writing (Composition); Writing Apprehension; *Writing Difficulties; Writing Evaluation; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Skills
In 1989, a project was undertaken to improve the student success rate in a writing course (Communications I) at a Florida multi-campus institution. Of the 489 students who had taken the course, 18% were unsuccessful in completing it in one semester. Three observed student behaviors which contributed to poor writing performance were an inability to stay on task, frustration caused by the inability to communicate thoughts, and lack of competent writing techniques. The target group was a Communications I class of 17 students enrolled in fall 1989. The instructional approach used, entitled "Type-Writing," was designed to account for each student's preferred learning style, as identified by the Myers-Briggs Type Indicator. The target group was tested using a pre-writing assignment to determine writing skill level, a pre-writing awareness survey, and the Myers-Briggs Type Indicator. The students were identified as having S type characteristics (linear learner) or N type characteristics (global learner), or both. Tasks during the semester involved grammar reviews, development of awareness of S and N characteristics, cooperative learning, improving research skills, and writing assignments. Students were retested at the end of the 12-week semester, and results were compared. Results included the following: (1) all 17 students improved in all writing skill areas; (2) students became aware of their individual writing approaches; (3) all students passed with a grade of C or better; and (4) 10 of the 17 students showed improvement in the writing awareness survey. Appendixes contain the instructor survey, pre- and post-writing assignments, the student writing awareness survey, information on a student self-critique activity, an instructor check sheet used for grading assignments, and Myers-Briggs Type descriptions. (WJT)

ED 315 936 EC 222 048

Dutton, Donna H.; Carlisle, Lynn, Ed.
Computers and Students with Special Needs: An Introduction.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88

NOTE- 30p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); *Computer Assisted Instruction; *Computer Uses in Education; *Disabilities; Educational Media; Elementary Secondary Education; Microcomputers; *Parent Education; Parent School Relationship; Resource Allocation

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on computers and students with special needs. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) recognize the ways in which computers can empower students with all disabilities to learn and to function in a more productive manner, (2) identify computer resources available to them, and (3) plan how computer use might be enhanced at home or at school in their specific region. A bibliography identifies 17 books, magazines, or other resources. (DB)

ED 315 951 EC 222 702

Lewis, Linda
We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- Apr 89
NOTE- 292p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Day Care Centers; *Disabilities; *Early Childhood Education; *Inservice Education; Learning Activities; *Mainstreaming; Parent Participation; Parent School Relationship; Role Playing; Teaching Methods

The manual is intended for special educators providing inservice training to personnel who work in early childhood centers which serve handicapped children in mainstreamed day care, preschool, and Head Start settings. An introduction summarizes research on inservice training, presents an inservice delivery model, includes 7 sample forms, and lists 13 references. An introduction and planning session section outlines objectives and activities and provides several questionnaires, a sample teacher observation rating scale, and a sample planning sheet, as well as handouts on using a teacher consultant and on defining integration. A separate section is then given to each of the following topics: preparing an environment for a young child with special needs, teaching strategies, behavior management, dealing with parents, and characteristics of various handicapping conditions with tips for dealing with them. Included in each section are background information for the instructor, an outline for the presentation, handouts for participants, activities to use with participants, and assignments to be completed by participants. An appendix includes a variety of resources including fact sheets on many disabilities, miscellaneous forms, a glossary, the "Early Childhood Environmental Rating Scale," an inservice evaluation form, media/resource information, and a booklet containing a collection of socio-dramatic play ideas for the classroom. (DB)

ED 315 965 EC 222 718

Fredericks, Bud
The Teaching Research Small Residential Facilities Project.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Apr 89
NOTE- 6p.; Page one has art as background to text, creating hard-to-read "marbled" effect.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adolescents; Adults; Behavior Disorders; Deinstitutionalization (of Disabled); *Disabilities; Emotional Disturbances; *Group Homes; Moderate Mental Retardation; Multiple Disabilities; *Program Development; *Residential Programs

The Small Residential Facilities Project of Teaching Research is developing residential models targeted for six populations who have been considered difficult to serve in the community. A progress report is presented on the four established programs. The Adolescent Severely Emotionally Disturbed Program consists of an apartment program, an intensive foster care program, a classroom modeled on a resource room to serve the students, and a community-based vocational program. The Independence Group Home serves five youth with moderate retardation who also have severe behavior disorders. After 1-3 years in this home, youth are moved to foster care or other less restrictive environments. The Clackamas Group Home was established to provide a residential setting for a population of young adults who are severely multiply handicapped. This program is working to develop electronic communication systems for the residents, a day activity program, and an emphasis on resident management of the home. The Hillsboro Group Home provides a community residence for youth who are profoundly retarded, where they can attend public school and participate in age-appropriate activities. In addition to these four programs, plans call for development of residential programs for adults who are medically fragile and those who are self-injurious. Contains seven references. (JDD)

ED 315 994 EC 222 748

Swartz, Stanley L.; And Others
An Analysis of Case Study Methods Used to Diagnose Mental Retardation.
PUB DATE- Oct 89
NOTE- 18p.; Paper presented at the International Conference on Mental Retardation, Council for Exceptional Children, Division on Mental Retardation (2nd, Davenport, IA, October 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Auditory Tests; *Case Studies; Clinical Diagnosis; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; Interdisciplinary Approach; Medical Case Histories; *Mental Retardation; Methods Research; *Research Methodology; State Surveys; Student Evaluation; Vision Tests
IDENTIFIERS- Illinois
Special education professionals in Illinois were surveyed regarding case study procedures for use with mentally retarded students, rating usefulness of procedure, modifications desired for use with different age groups and severity of retardation, and what professional should hold primary responsibility for component completion. Processes rated include child interview, parent consultation, adaptive and cultural social development studies, medical histories, vision and hearing screenings, academic history, learning environment assessment, and specialized evaluations in several therapeutic fields. Psychoeducational and medical components were generally considered more useful than social/environmental ones. A substantial reliance on specialists for assessment was observed, while both administrators and special educators were generally not considered especially important to diagnostic teams in case study work. Five references. (PB)

ED 316 009 EC 230 015

Rood, Lois
Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-172-7
PUB DATE- Feb 87
NOTE- 29p.; For related documents, see EC 230 016-020.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Audiotape Recordings; Business; *Disabilities; Employers; *Employment Potential; Industry; *Job Placement; *Older Adults; *On the Job Training; Videotape Recordings

Intended for use with business and industry personnel, the guide is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. Individual sections of the guide provide information on: (1) purpose of the training kit; (2) people with special needs defined (labels are seen to serve no useful purpose so a functional approach is employed); (3) functions of the training kit (e.g., explain models and strategies a company can use); (4) development of the training kit (cooperation between individuals in the public and private sectors under the guidance of the National Advisory Committee); (5) components of the training kit (a videotape, two audiocassette tapes, four instructional modules concerning training workers, and a resource directory); and (6) use of training materials (e.g. management commitment and a team approach are required). (DB)

ED 316 024 FL 018 330

Talk Time Coordinator Handbook.
Tacoma Community House, WA.
PUB DATE- 85
NOTE- 122p.
AVAILABLE FROM- Tacoma Community House Training Project, Box 5107, Tacoma, WA 98405 ($5.00 plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; Community Services; Curriculum Development; *Discussion Groups; *English (Second Language); Program Administration; Program Design; Second Language Instruction; Second Language Learning; Student Centered Curriculum; Student Recruitment; Voluntary Agencies

This manual is designed to assist coordinators of an English-as-a-Second-Language discussion group program in program planning and administration. The program uses volunteers to conduct discussions on topics of interest to limited English speaking community members. The introductory section of the manual describes the program, outlines the coordinator's administrative responsibilities, and makes suggestions for program development, including recruiting, enlisting, and orienting volunteers, recruiting language learners, and managing administrative details. Part 1 of the manual is a collection of ideas and materials for conversation activities. The guide contains 23 sample conversation themes (i.e., friends, weather and seasons, and dreams) and includes instructional considerations, suggestions for instructional materials, and possible class activities for each theme. Two subsequent parts describe the object box conversation technique that is used to help learners to become familiar with the names of common items, and learning exercises to be used when conversation partners change. A fourth part contains suggestions for conversation aids, and two additional parts list more theme and activity ideas. (MSE)

ED 316 039 FL 018 354

Chavez, Eliverio
The Relative Importance of Bilingual Education in Maintaining the Minority Language.
PUB DATE- 88
NOTE- 17p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Elementary Education; Geographic Location; Hispanic Americans; Instructional Effectiveness; Intermediate Grades; *Language Maintenance; *Language Proficiency; *Language Role; Place of Residence; Socioeconomic Status; *Spanish; Student Characteristics; Teaching Methods
IDENTIFIERS- *Native Language; *New Mexico
This study investigated the Spanish language proficiency of Hispanic students in bilingual education programs in north central New Mexico to determine the relative importance of a bilingual pedagogical approach in the development and retention of the minority language. Students from grades 1-8 (n=105) were subjects. Measures included a Spanish availability test, a sociolinguistic questionnaire, and a standardized language dominance and proficiency test. Results indicate that factors such as rurality, linguistic and geographic isolation, socioeconomic status, and active language use are more important for Spanish language maintenance and proficiency than is bilingual education. (MSE)

ED 316 068 HE 022 949

Bauer, David G.; Otto, Mary L.
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-901951-6
PUB DATE- 89
NOTE- 247p.; American Council on Education/Macmillan Series on Higher Education.

AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; Contracts; Federal Aid; *Financial Support; *Fund Raising; *Grants; *Grantsmanship; Higher Education; Office Management; Private Financial Support; *Program Proposals; Proposal Writing; State Aid

Aspects of the grants system are examined, and information on ways to improve the structure of a grants office and sharpen staff skills are provided. Thirteen chapters deal with the following topics: the purpose of the office of grants and contract administration (e.g., the essentials of brainstorming); measuring the success of a grants system (e.g., analyzing and determining the grants potential); developing a preproposal review system; developing staff interest in proposal development; evaluating and improving the grant opportunity research system (e.g., use of newsletters, grants research tools, and the community grants office); the role of the grants office in contacting funding sources (e.g., developing linkages with private and public funding sources); the role of the grants office in promoting an organized proposal (e.g., the role of the project planner, the grants time line, and budget and cash forecasts); the role of the grants office in assurances, submission, and follow-up (including ethics in research and dealing with the decision of the funding source); the role of the grants office in the administration of private funds (e.g., official acceptance and budget modification); the role of the grants office in the administration of federal funds (e.g., cash requests and letters of credit); indirect cost recovery; the role of the grants office in the politics of the funding process (e.g., developing webbing and linkages to elected officials); and the grants administrator. (SM)

ED 316 186 IR 014 157

Teresa, Joseph G.
An Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 9p.
CONTRACT- 400-79-0035
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Diffusion (Communication); *Educational Innovation; *Information Transfer; *Marketing; Models; Needs Assessment; Research and Development; *Research Utilization; *Theory Practice Relationship

IDENTIFIERS- Department of Education; *Social Marketing

Converting research findings into practical applications is an important concept to education but one that has been overlooked by the educational research community until recently. While a model for turning concepts into practical applications has been developed and field tested for human service practitioners, the model has not been directly applied in education. It appears that social science researchers have not put the resources into disseminating their research that they have put into the research effort itself. A recently proposed solution is "social marketing," a conceptual system for thinking through the change process which places a high priority on identifying the needs, perceptions, preferences, reference groups, and behavioral patterns of audiences, and tailoring innovations to best suit audience characteristics. This paper describes an application of social marketing concepts to the education dissemination process, outlining the tasks performed during the needs assessment phase, the research and development phase, the dissemination phase, and the utilization profit phase. A comparison between business and industrial marketing and social marketing is drawn and further analyzed within the framework of the four basic component marketing fields: (1) product; (2) promotion; (3) place; and (4) price. It is noted that the model has been field tested in a social organizational setting with results that warrant further study in education. (13 references) (GL)

ED 315 895 EA 021 641

Frels, Kelly; Horton, Janet L.
A Documentation System for Teacher Improvement or Termination: Revised.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 88
NOTE- 27p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($4.95 plus $2.00 postage and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Responsibility; *Documentation; *Due Process; Elementary Secondary Education; *Principals; *Teacher Dismissal; *Teacher Evaluation

The primary objective of a school district's teacher evaluation system is to improve teachers' performance so they can become more successful and contribute to district goals. If the evaluation fails to produce this result, the teacher must be replaced either by resignation or termination. To provide support for the principal and help ensure fair treatment of evaluated teachers, a simple, effective documentation system that can be used in conjunction with virtually any district's evaluation system has been developed. This system gives a principal an opportunity to communicate effectively with teachers and develop the proper documentation for improvement or termination. If no improvement occurs, the system provides an incentive for voluntary resignation. If that does not happen, the system provides the necessary documentation to prepare the principal for a hearing before the board of education. The documentation system components include: (1) memoranda to the file; (2) specific incidents memoranda; (3) visitation memoranda; (4) summary memoranda; (5) the assessment or evaluation document; and (6) the close out memorandum. When preparing any memorandum, reliance should be made on the facts; conclusionary statements unsupported by the facts should be avoided. The system encourages fair and reasonable treatment of all parties. Examples of the various documentation memoranda are included in appendices. (MLH)

ED 315 909 EA 021 668

Bowers, Bruce
Initiating Change in Schools.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 5p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; *Change Agents; Cooperation; *Educational Change; Elementary Education; Elementary Secondary Education; *Leadership Styles; *Principals; Program Implementation
IDENTIFIERS- *Institutionalization (of Goals); *School Culture

Schools are expected not only to conserve society's values and standards, but to be dynamic organizations with built-in mechanisms for incorporating rapid, far-reaching change. Although change is unlikely unless at least one highly motivated individual assumes the role of initial change agent, lasting change requires more than the efforts of a single person. Pat L. Cox and her colleagues found that change can be successfully implemented within a school only if it has been institutionalized at both the individual and organizational levels. Once an innovation has been initiated, the principal becomes a key player in the change process, as shown in two articles originating from a year-long study of schools where innovations had been initiated at the district level. Shirley M. Hord and Leslie Huling-Austin found that successful program implementation hinged on the principal's actions in four support function areas. Gene E. Hall argues that successful implementation of innovation is also determined by principals' use of an "initiator" leadership style. Roland Vandenberghe's study of educational innovation in Belgian elementary schools corroborates Hall's leadership style thesis and suggests that proposed innovations should be made meaningful to those (primarily teachers) who must expedite the change. Finally, Kent D. Peterson views the school as a culture whose shape and direction can be powerfully influenced by the principal's action or inaction. (MLH)

ED 315 922 EA 021 715

Pocket Projections, 1977-78 to 1999-2000.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-89-649
PUB DATE- Dec 89
NOTE- 5p.; For the full report, see ED 312 793.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Demography; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Expenditure per Student; Futures (of Society); Government Publications; Higher Education; *High School Graduates; Population Trends; *Prediction; *School Statistics; Statistical Analysis; Tables (Data); *Teachers; Teacher Salaries; Teacher Student Ratio

Beginning with institutional data from the National Center for Education Statistics (NCES) and demographic data and projections from the Bureau of the Census, total enrollment is projected using expected enrollment rates. Tables show the 1977-88 data, the 1988-89 estimates, and the 1999-2000 projections, along with percent changes between these periods. The following categories are covered: (1) population 5-44 years old; (2) public and private elementary/secondary education by enrollment, high school graduates, classroom teachers, and pupil-teacher ratios; (3) public schools by current expenditures, current expenditures per pupil, and average annual salaries for teachers; (4) higher education by enrollment, public or private, 2-year or 4-year institution, sex of students, age of students, attendance status, level, instructional faculty, earned degrees, and expenditures. Technical notes discuss the methodology and sources of data for these projections. An address where further information may be obtained is included. (MLF)

ED 316 055 FL 018 378

Mainous, Bruce H.; Rund, Maria T.
A Glossary of Spanish-American Agricultural Terms.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-13-87
PUB DATE- May 87
NOTE- 84p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 61801.
LANGUAGE- Spanish; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agriculture; Definitions; Dictionaries; English; *Spanish; *Vocabulary
The Spanish-English and English-Spanish glossary of agricultural and supporting terms is an expansion of an earlier glossary intended for North American agricultural specialists working in Latin America. It contains terminology from 50 articles in Spanish on Latin American agricultural topics. A list of those sources is included. (MSE)

ED 316 157 HE 023 282

Ott, Mary Diederich

An Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
Maryland Univ., College Park. Office of Institutional Studies.
PUB DATE- Dec 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Access to Education; *Admission Criteria; Admissions Officers; Blacks; College Applicants; *College Choice; Enrollment Influences; Higher Education; In State Students; Minority Groups; Out of State Students; Place of Residence; Questionnaires; Racial Differences; State Universities
IDENTIFIERS- *University of Maryland College Park
Surveys of admitted students (N=309) at the University of Maryland College Park (UMCP) were conducted in order to obtain admitted applicants' views of the functioning of the Admission Office and to assess differences in responses of certain subgroups of applicants. The four classification variables defining the subgroups were: acceptance status (accepted vs declined admission); race (black vs white); residence status (in-state vs out-of-state); and achievement level (high vs other). Two different but related surveys were developed for the acceptors and the decliners. Results indicated: those who accepted admission had a lower mean rating of the friendliness of the admissions staff than did those who declined admission; there was a statistically significant interaction between acceptance status and residence; there was a higher percentage of acceptors who indicated their experiences with the UMCP Admissions Office in any way led to their decision to attend UMCP than of decliners; and a larger percentage of blacks than whites indicated that their experiences with the UMCP Admissions Office affected their decision to attend or not attend UMCP. The major portion of the document consists of tables providing statistical details and attachments detailing frequencies of various responses. (SM)

ED 316 201 IR 014 194

Tierney, Robert J.
Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 18p.; Apple Classrooms of Tomorrow Research. For additional reports in this series, see IR 014 192-196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; Interviews; Longitudinal Studies; Microcomputers; Observation; *Problem Solving; Secondary Education; *Writing Instruction
IDENTIFIERS- *Apple Classrooms of Tomorrow

This 2-year longitudinal study explored whether computers promote more sophisticated thinking, and examined how students' thinking changes as they become experienced computer users. The first-year study examined the thinking process of four ninth-grade Apple Classrooms of Tomorrow (ACOT) students. The second-year study continued following these students as well as five new ACOT ninth graders. Over two years the research team observed lessons involving writing and writing-related activities using computers. Researchers videotaped classroom activities and kept running records of student behaviors and interactions. In daily debriefings, students explained what they were thinking during their lessons. In more general interviews, they discussed the role of the computer and their attitudes toward it. All of the students progressed markedly from the beginning of the study. They all became fluent computer users and all significantly expanded their skills, confidence, ambitions, and willingness to share their work with others. Students developed notable experience in problem solving with their computers, integrating visual representation of ideas with text, and developing, refining, and restructuring ideas through multiple drafts that included both text and graphics. During the study, researchers also observed students working with hypermedia technology in ways that suggest further possibilities for enhancing students' thinking skills. (4 references) (GL)

ED 316 215 IR 014 213

Montuori, Nancy
Video Storytime vs. Reading Storytime.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Instruction; Comparative Analysis; *Intermode Differences; *Listening Comprehension; Preschool Children; Preschool Education; *Recall (Psychology); *Videotape Recordings

This study investigated the differences in recall between children who were read a story from a book and children who watched the same story on videotape. Subjects ranged in age from 2 to 4 years. Four children were chosen at random to listen to a story from a book, and four children were chosen to view the same story on video. The procedure was repeated with four different stories and the children changing situations for each story. Recall tests were given at the completion of each story. A comparison of the scores of control and treatment groups indicated a significant difference in recall in favor of the videotape group. Raw data, recall tests, and titles of the children's books used in the study are appended. (5 references) (GL)

ED 316 232 IR 053 078

Ogden, Barclay
On the Preservation of Books and Documents in Original Form. Report.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Oct 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Books; *Cost Effectiveness; Microreproduction; Nonprint Media; *Paper (Material); Physical Environment; *Preservation; Prevention; *Program Development; Repair; Research Libraries; Technological Advancement
IDENTIFIERS- Paper Deacidification

Arguing that some books and documents must be conserved because they have scholarly value as well as for the information they contain, this report presents reasons for preserving such artifacts and recommends means of developing effective and efficient preservation strategies. Two strategies are suggested. The first advises identifying and ranking all artifacts of the greatest value and proceeding through a master list with preservation treatment as resources become available. The second advocates identifying materials on the basis of the urgency of need for preservation treatment--i.e., materials in fragile and embrittled conditions that are frequently exposed to the stresses of normal scholarly use. Strategy considerations are discussed, including the cost of preservation treatment and gauging the appropriateness of a treatment by measuring its ability to capture all information of significance. Alternatives to expensive or "full" treatments--which can cost from several hundred to more than $1,000 per book--are also suggested. These alternatives emphasize preventive measures to reduce rates of deterioration and wear: (1) controlling the environment; (2) protective enclosures to mitigate the effects of poor environment or housing arrangement; and (3) sensible handling and use practices. Mass deacidification is mentioned as a major component of future strategies for artifact preservation. (SD)

ED 315 980 EC 222 734

State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
Texas Education Agency, Austin. Div. of Special Education Programs.
REPORT NO.- TEA-AD9-330-10
PUB DATE- Aug 89
NOTE- 327p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Confidentiality; *Disabilities; *Due Process; *Educational Legislation; Federal Legislation; Inservice Teacher Education; Resource Allocation; State Federal Aid; State Legislation; State School District Relationship; *State Standards; Student Evaluation; Student Placement; Student Rights
IDENTIFIERS- State Regulation; *Texas

The document presents state (Texas) Board of Education rules parallel with the relevant federal regulations and state laws concerning requirements for special education services. A detailed table of contents lists state and federal regulations separately and provides access to information concerning the following general areas: clarifications of provisions in federal regulations and state law, funding, purpose, applicability, and general provisions; state annual program plans and local applications (including contents, applications, and public participation); services; free appropriate education; priorities in fund use; individualized education programs; direct service by the state educational agency; comprehensive system of personnel development; placement of handicapped children in private schools; due process procedures for parents and children; complaint procedures of the state; protection in evaluation procedures; additional procedures for evaluating specific learning disabilities; the least restrictive environment; confidentiality of information; the Family Educational Rights and Privacy Act; disclosure of personally identifiable information from education records; enforcement procedures; state educational agency responsibilities; state advisory panel; allocations of funds; reports; and preschool grants for handicapped children. An appendix provides policy interpretation concerning individualized education program requirements. A subject index is also included. (DB)

ED 316 081 HE 022 985

Brook, P.; And Others
Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.
Alberta Univ., Edmonton. Faculty of Education.
PUB DATE- Aug 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; Demography; Enrollment Influences; Foreign Countries; Learning Experience; Postsecondary Education; Questionnaires; *Student Characteristics; *Student Experience; Student Motivation; *Summer Programs
IDENTIFIERS- *University of Alberta (Canada)
The results of a study designed to develop an understanding of the background characteristics, motivations, and experiences of students enrolled in summer school at the University of Alberta, are presented. A questionnaire developed to gather information on personal characteristics; academic factors; enrollment motivations; and administrative, resource, and course experiences was administered to 418 students in 18 classes in the faculties of arts and education. Findings included the following: two-thirds were 23 or older, female, and residing in Edmonton; slightly more than half of the respondents reported full-time student status for occupation; the most frequently reported motivations for registering for summer courses were to speed up degree completion and/or to ease course load during the regular term; and students were generally satisfied with their experiences relating to administrative matters. Recommendations included: expansion of courses to aid in acceleration of degree completion; expansion of variety of course offerings; offering courses with a pre-session study component; offering professional development for instructors in adult instruction; and initiating systematic evaluation of spring and summer sessions to establish a data base for planning. Five appendices are: a list of departments participating in the study; the survey instrument; an information letter to faculty members and letter from the Director of Special Sessions; the student volunteer form; and the interview consent form. Contains 13 references. (SM)

ED 316 094 HE 023 207

Wheeler, Alan H.
Clinical Field Supervisor Program.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Fredonia. Coll. at Fredonia.
PUB DATE- 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Field Experience Programs; Higher Education; Models; *Practicum Supervision; Preservice Teacher Education; Program Descriptions; State Universities; *Student Teaching; *Supervisory Training; Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Clinical Field Supervisor Program; *State University of New York Coll at Fredonia
The Clinical Field Supervisor Program at the State University of New York College at Fredonia identifies and trains college personnel and classroom teachers from area school districts to serve as clinical field supervisors and associate faculty in the teacher education program. The goal is to improve the quality and quantity of supervision that student teachers receive. The program enhances the collaboration between schools and the college by identifying, training, and recognizing cooperative teachers in their expanded role as clinical field supervisors. Program participants attend seminars to develop supervisory competencies to help them guide student teachers' professional development. On completion of training, they are appointed College Clinical Field Supervisors and Associate Faculty. These individuals then serve as consultants to the clinical field supervisor trainees, student teachers, and school administrators. (MSE)

ED 316 107 HE 023 220

Lea, Suzanne M.
Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Greensboro.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 31p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- TEI-84-70438; TEI-87-44574
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Oriented Programs; Concept Formation; *Electronic Equipment; Elementary Secondary Education; Higher Education; High Schools; Inservice Teacher Education; Models; *Physics; *Problem Solving; Program Descriptions; *Science Instruction; Science Teachers; State Universities; Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Project ARCHIMEDES; *University of North Carolina Greensboro
Project ARCHIMEDES was designed in cooperation with local teachers to enhance concept understanding of teachers of physics and physical sciences, to increase use of electronics and computers in the classroom, and to introduce research on students' misconceptions in physics, teaching methods for identifying and remediating misconceptions, and ways to improve students' problem-solving skills. It consisted of a summer institute for 62 teachers on teaching physical science concepts, an academic-year follow-up, academic-year courses on physics content and problem-solving skills, and a summer institute on practical teaching skills. Participants reported increased conceptual understanding, more awareness of misconceptions, more use of laboratories and demonstrations in the classroom, increased teaching confidence, and increased use of electronics and computers. High school staff have been active in conducting workshops in their school districts to multiply the project's effects. Some forms and materials used in the project are appended. (MSE)

ED 316 120 HE 023 233

Wilke, Ann; Granger, Charles R.
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
American Association of State Colleges and Universities, Washington, D.C.; Missouri Univ., St. Louis.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 14p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- G008440455
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; Concept Formation; *Curriculum Development; Educational Strategies; Higher Education; Instructional Effectiveness; *Introductory Courses; *Learning Processes; Models; *Piagetian Theory; Problem Solving; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Restructuring Introductory Biology; *University of Missouri Saint Louis
The project's purpose was to revise the introductory biology material in a freshman course for biology majors so that it is based on Piagetian learning theory and incorporates the three phases of the learning cycle teaching strategy: (1) exploration; (2) concept formation; and (3) concept application. The approach presented concepts structured so they were chronologically congruent with the natural and historical discovery of scientific concepts. Within subject areas conceptual development was initiated using concrete or experiential encounters. Teachers developed presentations that modeled concept formation, presented a series of related problems, and developed solutions cooperatively with students. Formative evaluation of the program involved analysis of scores on periodic exams and pre- and post-tests. Summative statistical evaluations compared the numbers of "successful" and "unsuccessful" students from previous classes with those participating in the project. Reorganization of the introductory curriculum reduced the rate of "unsuccessful" students substantially and improved student attitudes. Contains 43 references. (MSE)

ED 316 132 HE 023 245

Harari, Maurice
International Integration of California State University, Long Beach.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Long Beach.
PUB DATE- 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Curriculum Development; Foreign Students; *Global Approach; Higher Education; *International Educational Exchange; *International Programs; International Trade; Models; Program Descriptions; School Business Relationship; *School Desegregation; State Universities; Student Personnel Services
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Long Beach; International Integration Program
The Center for International Education was designed to stimulate, plan, organize, develop, and administer a series of programs and services to deepen the international dimensions of the instructional, research, and public service functions of the California State University at Long Beach. It works with varied university constituencies, the community, external agencies, and overseas institutions in the fulfillment of the university's international mission. Program priorities include: (1) internationalization of the curriculum; (2) services for foreign students at the university; (3) assistance in administering and broadening study abroad programs; (4) promoting international exchange of students and faculty; (5) promoting cooperative programs with the local business community, K-12 teachers, and the international community council; (6) administration of an American language institute to assist non-native speakers with language needs; (7) promotion, assistance, and administration of international faculty exchanges; and (8) promoting international and intercultural understanding on campus through a variety of educational programs. (MSE)

ED 316 172 HE 023 409

Weissman, Robert
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
Harvard Watch, Cambridge, MA.
PUB DATE- 16 Nov 88
NOTE- 97p.; For related documents, see HE 023 407-410.
AVAILABLE FROM- Harvard Watch, Mather House 153, Harvard University, Cambridge, MA 02138 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Conflict of Interest; Consultants; *Ethics; Higher Education; Moral Values; *Multiple Employment; *Professional Autonomy; *School Business Relationship
IDENTIFIERS- *Harvard University MA
The interaction of Harvard University scholars with outside institutions is examined, as is the need for the university to monitor and regulate these outside activities. Harvard scholars were found to maintain 38 directorships with Fortune 500 companies, 60 ties to the biotechnology industry, over 500 contacts between faculty at the Business School and corporate America, and over 50 slots on federal advisory committees. Because of the secrecy surrounding scholars' outside activities, this information is considered to be only the surface of academic moonlighting. Examples are provided of the ways in which extensive outside relationships lead to conflicts of commitment and direct and indirect conflicts of interest. In addition, examples are provided of corporate attempts to coopt academics by employing them as consultants or directors. It is recommended that, to address these problems, Harvard compile and publicly disclose a comprehensive list of faculty's outside ties. (KM)

ED 316 246 IR 053 101

Ling-nam, Leo Ip
Public Library Services to Older People in Pennsylvania: A Survey.
PUB DATE- Dec 89
NOTE- 117p.; Master's Thesis, Indiana University of Pennsylvania.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Categorical Aid; Educational Gerontology; Library Facilities; *Library Services; Library Surveys; *Older Adults; Outreach Programs; *Public Libraries; *Regional Libraries; *Special Programs; State Aid; User Needs (Information)
The purpose of this study was to establish a profile of services to older people in Pennsylvania public libraries. A survey was distributed to 50 district library centers and headquarters of the state library and 50 independent public libraries. The response rate was 65%. Major findings of the study were the following: (1) 66.15% of respondents reported having appointed staff members for services to older people; (2) 4.6% documented policy statements concerning library services for older people; (3) 27.7% had initiated projects and programs exclusively for older people; (4) 83.1% had one or more older volunteer workers; (5) 27.7% had received financial support from state and local government for services to older people during the past 10 years; (6) 9.2% had trained librarians for services to older people; and (7) 93.9% provided facilities and equipment specifically for older people. It is suggested that public libraries in Pennsylvania should actively request additional funds from parent institutions for services to older people, provide more on-the-job-training and workshops for librarians who serve the older population, and liaise with community agencies and cosponsor services for older people in local communities. It is also suggested that further research could be focused on rural library services to older people as well as needs assessments of older Pennsylvanians. Copies of the survey questionnaire and correspondence with the Pennsylvania State Library are appended. (38 references) (Author/SD)

ED 316 259 IR 053 119

Kratzert, Mona Y.
An Examination of the Role of Reference Librarians in the Light of New Technology.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the California Library Association Meeting (Oakland, CA, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Bibliographic Databases; Information Retrieval; Library Automation; Library Expenditures; Library Instruction; *Library Planning; Library Role; *Optical Data Disks; *Program Descriptions; *Reference Services; Technological Advancement; User Needs (Information)
The implementation of a wide range of CD-ROM services in the California State University (Fullerton) libraries is described in this report. The three-part CD-ROM "Master Plan" outlines the library's fundamental technological goals--i.e., to offer university-level technologies, to develop a CD-ROM end-user facility with ample resources and opportunities, and to use lottery funds to explore CD-ROM technologies. The 17 CD-ROMs and accompanying services that were rapidly introduced within a 1.5 year period are then discussed, including major issues faced during that time. Suggestions are offered for establishing a management system to allow end users to access the technologies with minimal supervision from library personnel. These suggestions include: (1) placing workstations requiring the most librarian assistance closest to the reference desk; (2) setting up written procedures and dividing tasks--e.g., turning the machines on and off, changing paper, ink, and disks, etc.--among staff; (3) equipping workstations with signs, user aids, sample searches, a paper index and thesaurus, and sign-up procedures; (4) incorporating CD-ROMs into regular bibliographic instruction sessions; (5) cultivating an expert end user by producing advanced documentation; (6) roaming the CD-ROM area during peak times to answer questions; and (7) keeping statistics and means for program evaluation. (SD)

ED 316 272 JC 900 131

Ritchey, Joyce A.; Starke, Diane J.
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
El Paso Community Coll., Tex.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Hispanic Americans; Holistic Approach; Newspapers; Reading Ability; *Reading Achievement; *Reading Attitudes; *Reading Improvement; *Reading Instruction; *Reading Strategies; Teaching Methods; Two Year Colleges

In 1988, a study was conducted to determine whether a holistic or an isolated skills approach is more effective in improving the reading abilities and attitudes toward reading of predominantly Hispanic community college students. The study sample consisted of two groups of developmental reading students. The majority of students in both groups were female Hispanics with reading abilities between the 8th and 10th grade levels. According to Nelson-Denny Reading Test scores, both groups had comparable reading abilities. Reading attitudes were tested using the Mikulecky Behavioral Reading Attitude Measure. The first group consisted of 53 students who were taught the holistic approach to reading, using cognitive operations and thinking strategies. Class activities included reading and discussing news magazine and newspaper articles, writing in journals, and reading self-selected novels. The non-holistic group of 46 students used the regular college textbook adopted for the developmental reading course which emphasizes isolated skills. The holistic approach group showed 100% attitude improvement, while 75% of the non-holistic group showed improvement. The study was replicated the following semester with the addition of students reading from 10th to 12th grade levels. These students showed marked improvement with holistic instruction, though attitude improvement was slightly less than in the first study. The Holistic method was found to be a positive factor in reading gains of students at the 10th and 12th grade levels, while both teaching methods showed positive results for students at the 8th and 10th grade levels. (WJT)

ED 315 937 EC 222 049

Murzbach, Linda; And Others
Coping with Loss and Change.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 64p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change; *Coping; *Disabilities; Elementary Secondary Education; *Emotional Adjustment; *Parent Education; *Stress Management
IDENTIFIERS- *Loss
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on coping with loss and change. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with states of coping and their commonality to all individuals, (2) discuss the states of coping relative to their own personal experiences, (3) recognize that the process of coping with loss and change is normal and each individual goes through the states in their unique manner, and (4) provide information and resources. A bibliography identifies seven books, magazines, or other resources. (DB)

ED 315 952 EC 222 703

Dybwad, Rosemary F., Ed.
International Directory of Mental Retardation Resources. Third Edition, 1986-89.
International League of Societies for Persons with Mental Handicaps, Brussels (Belgium).; President's Committee on Mental Retardation, Washington, D.C.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- DHHS-(OHDS)-88-21019; ISBN-1-55672-051-3
PUB DATE- 89
NOTE- 329p.; For the Revised Edition (1977-78), see ED 185 727.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Agency Cooperation; Elementary Secondary Education; *Foreign Countries; Government Role; *International Cooperation; International Educational Exchange; *International Organizations; *Mental Retardation; Professional Associations; Voluntary Agencies
IDENTIFIERS- United Nations
Intended to aid networking efforts among mental retardation professionals, parents, and persons with retardation, the directory lists international organizations and provides individual country reports on mental retardation efforts and organizations. Part I, international organizations, lists the United Nations and 5 of its specialized agencies, 3 inter-governmental (regional) organizations, 2 international coordinating agencies, and 25 international non-governmental organizations. Address, founding date, and a description are provided for each organization. The individual reports of 71 nations comprise most of the document. The following is presented for each nation: a brief description of the nation and its educational system; a listing of government agencies with mental retardation responsibility; information about voluntary organizations, research organizations, and publications; brief descriptive notes on programs and services; dates of school holiday periods; and sources of other information. (DB)

ED 315 966 EC 222 719

Desselle, Maxine
Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
PUB DATE- 19 Jul 89
NOTE- 110p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; Child Rearing; Classroom Techniques; Elementary Education; Eligibility; *Handicap Identification; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; *Parent Education; *Referral
IDENTIFIERS- Louisiana
The practicum attempted to decrease inappropriate referrals to special education from parents and elementary teachers at a Louisiana elementary school through inservice training for teachers (N=19) and parents (N=43). Training focused on: (1) improving teachers' recognition of characteristics of attention deficit disorder (ADD) and learning disability (LD), (2) improving elementary teachers' general knowledge of intervention techniques for the ADD child in the classroom, and (3) improving parents' recognition of characteristics of ADD and management techniques in the home. Inservice training for teachers was conducted in groups and in dyads. Parents also received training in both large and small groups. Results indicated that both teachers and parents increased their understanding of LD and ADD characteristics and behavior management techniques as measured by pre- and post-intervention measures. In addition, after training, both teachers and parents were better able to differentiate between appropriate and inappropriate referrals using sample cases. The appendixes include a job description referral and screening forms, Louisiana evaluation timelines, a definition of "exceptionality," the required components of the individual evaluation, a listing of inappropriate referral concerns, eligibility requirements for learning disabled and attention deficit disorder, and the evaluation instruments used in the study. Approximately 35 references. (DB)

ED 316 010 EC 230 016

Thorson, James A.; Faison, Karen
Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-173-5
PUB DATE- Feb 87
NOTE- 46p.; For related documents, see EC 230 015-020. Parts of the document have small print.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Business; Definitions; *Disabilities; Employers; *Employment Potential; Industry; *Job Placement; *Older Adults; *On the Job Training; Workshops

Intended for use with business and industry personnel, the training module is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. This module provides an overview of the problems of persons with disabilities and older workers. It defines each of these groups, discusses common myths and stereotypes, provides factual information on actual performance, explains the major issues affecting these workers, and lists the benefits of hiring individuals with special needs for the individuals themselves, for employers, and for society. An introduction explains how to use the module providing information on desired competency of participants in the training sessions, the target audience, instructional objectives, materials, preparation, and sequence of instruction. An appendix provides definitions of major physical and mental disabilities. About 75 references. (DB)

ED 316 040 FL 018 355

Bransford, Jim; Chavez, Rodolfo L.
Training Minority Language Parents: Are We Providing Them What They Want or Need?
PUB DATE- 88
NOTE- 12p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; *Educational Needs; Mail Surveys; *Parent Attitudes; *Parent Education; *Parent Participation; Program Development
IDENTIFIERS- Colorado; Kansas; Nebraska; New Mexico; Utah
This study attempted to identify the skills, knowledge, and attitudes that parents of children in bilingual education programs believe are important for them to play a meaningful role in their children's education. Parent training models, some created specifically for use with language minority parents, have not resulted in increased parent involvement or continuity of involvement. A review of literature revealed almost 100 training topics that field practitioners and other specialists have identified as areas of need. These topics were consolidated into 75 items divided almost evenly among the 3 categories of skills, knowledge, and attitudes. A pilot survey using these items was administered to chairpersons of parent advisory committees serving bilingual education programs in a five-state region. A second, more general study was developed using those results and administered to 300 parents representing 30 basic bilingual education programs. Parents responding to the pilot survey were more specific in their choice of skill areas than the general survey respondents, who thought all items were important and interrelated. Some differences among parent preferences were found to be related to sex, age, and state of residence, but little difference was found in relation to family size, educational attainment, language preference, or occupation.(MSE)

ED 316 056 FL 018 379

Chung, Ulric; And Others
The Computer Assisted Language Learning Outreach Project for Education.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-14-88
PUB DATE- Apr 88
NOTE- 34p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; *Inservice Teacher Education; Internship Programs; *Language Teachers; Outreach Programs; Program Descriptions; Program Evaluation; Second Language Instruction; Second Language Learning; Summer Programs; Teacher Education Curriculum; Workshops
IDENTIFIERS- *Illinois

The Computer Assisted Language Learning Outreach Project for Education (CALLIOPE) was established in 1985 to enhance foreign language instruction in Illinois elementary and secondary schools through inservice teacher education in the form of short workshops, intensive summer institutes, and an internship program. The specific approach is to encourage and facilitate the use of computer technology by foreign language teachers. A description of the program outlines its purpose and approach, inservice program elements, a roundtable conference used for information dissemination, and a brief critical analysis of the program and future directions. Appended materials include a list of workshop dates, locations, staff, and number of attendees from January 1986 through February 1988, a list of topics discussed as part of the summer institute curriculum, a list of 1986 and 1987 summer institute participants and their individual project topics, and a summary of the proceedings of the May 1987 roundtable conference. (MSE)

ED 316 144 HE 023 257

Meisner, Gerald W.; Lee, Ernest W.
Honors Workshop for Middle School Science Teachers. Final Report.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Greensboro.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 26 Oct 88
NOTE- 34p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- TEI-8470669
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Degree Requirements; Demonstration Programs; Elementary Secondary Education; Equipment; Higher Education; Inservice Teacher Education; Leadership Qualities; *Measurement Techniques; Middle Schools; Models; National Surveys; Preservice Teacher Education; Principals; Program Descriptions; *Science Teachers; *Scientific Principles; Sex Differences; State Universities; Summer Programs; *Teacher Qualifications; Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Honors Workshop for Middle School Science Teachers; *University of North Carolina Greensboro
The Honors Workshop for Middle School Science Teachers was designed to address teachers' conceptual understanding of basic scientific principles, student misconceptions and how to deal with them, and observation and measurement techniques. For 4 weeks in summer and on 6 Saturdays during 2 academic years, 30 leaders among science teachers from the area worked in a laboratory setting on areas identified by participants in the planning process, including basic measurements and associated errors, simple circuits, optical properties of lenses, importance and use of diffraction gratings, basic chemical experiments, and basic geology of the region. It was found that the level of teacher preparation was poor, and participants lacked basic knowledge of observations and measurements. A positive attitude toward physics and favorable administrative policy toward science are seen to be as essential as mastery of subject matter. It is recommended that: (1) there be a substantial increase in equipment for basic measurements; (2) middle school principals should have a better and different science background; (3) the state should require a year of conceptual physics for middle school teachers; and (4) a survey of teachers in different parts of the country should be undertaken to examine possible differences between male and female science teachers. Twenty statistical figures are appended. (MSE)

ED 315 995 EC 222 749

GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; Check Lists; *Competition; Elementary Secondary Education; *Extramural Athletics; Legal Responsibility; *Physical Disabilities; Publicity; State Programs; Track and Field
IDENTIFIERS- *Competitive Athletic Events; Louisiana

This resource guide for the conduct of athletic competition for physically disabled students in Louisiana includes policies and procedures for statewide implementation, official rules for competition, and copies of all forms needed for program development. The guide contains three sections. The first section covers organizational structure for project staff, including job descriptions, eligibility and classification standards, and the structure for competitive meets, including awards guidelines and a sample activity calendar. Liability and publicity issues are also covered. The second section includes rules for equipment, events, and event areas, as well as rules for individual events. The final section is composed of consent forms, entry forms, checklists and other blank forms. Six references. (PB)

ED 316 025 FL 018 331

Jacobs, George M.
Dictionaries Can Help Writing--If Students Know How To Use Them.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Dictionaries; Difficulty Level; *English (Second Language); Foreign Countries; Higher Education; *Information Utilization; Instructional Effectiveness; Language Tests; Majors (Students); Reading Instruction; *Research Skills; Second Language Learning; Testing; Writing Instruction
IDENTIFIERS- *Thailand
A study investigated whether instruction in how to use a dictionary led to improved second language performance and greater dictionary use among English majors (N=54) in a reading and writing course at a Thai university. One of three participating classes was instructed in the use of a monolingual learner's dictionary. A passage correction test administered before and after the instruction was used to assess instructional effectiveness. The amount and type of dictionary use on the course's final exam measured whether the instruction led to greater use of monolingual dictionaries. Results showed significant improvement on the passage correction test for the class receiving instruction in dictionary use, but none for the other classes. Also, the same class used monolingual dictionaries much more on the final exam. (MSE)

ED 316 187 IR 014 161

Berger, Gertrude
Computer Assisted Instruction: Effectiveness and Text.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; *Courseware; Drills (Practice); Elementary Secondary Education; Evaluation Criteria; Instructional Design; *Instructional Effectiveness; Learning Readiness; *Reading Comprehension; Teacher Attitudes; *Text Structure; Tutorial Programs
IDENTIFIERS- Learner Control; *Message Design
The current state of computer assisted instruction (CAI) in kindergarten through grade 12 is discussed. Four formats for CAI--drill, practice, tutorial, and simulation--are defined, and a set of criteria for distinguishing between effective and ineffective CAI are described. Comparisons are made between human and computer tutors. In response to teachers' concerns that CAI demonstrate superiority over textbooks, specific recommendations from the literature are provided for presenting text in a way that maximizes learner comprehension and for constantly monitoring learner readiness to absorb content information presented by computer programs. Suggestions are included for designing tutorial programs, with an emphasis on the importance of text presentation and proper specification of behavioral objectives. Finally, it is noted that simulation programs have the potential to develop higher levels of cognitive functioning. (3 references) (GL)

ED 316 216 IR 014 214

Ognibene, Richard
Computers in the Classroom: A Status Report.
PUB DATE- Jul 89
NOTE- 17p.; Paper presented at the Summer Meeting of the Association of Teacher Educators (Tacoma, WA, July 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Diffusion (Communication); *Educational Innovation; Elementary Secondary Education; Instructional Effectiveness; *Teacher Attitudes; *Teacher Student Relationship; *Technology Transfer
The current plateau in the use of computers in the schools is discussed. An explanation for this is drawn from brief historical examples that demonstrate the inherent conservatism of schools and teachers, the problem of integrating technology in the classroom, and the resistance of teachers to practices that present a perceived threat to good interpersonal relationships with students. In addition, contemporary criticisms are noted that help explain the diminished enthusiasm for computers in schools. Reference is made to disappointing research results on computers and student learning and development, and a summary assessment of the quality of software typically available for schools is presented. The paper concludes with a recommendation for the use of computers as a learning tool, emphasizing that computers should become meaningfully embedded in the curriculum and routine pedagogy of schools. (28 references) (Author/GL)

ED 315 896 EA 021 644

Hough, David L.
Vertical Articulation for the Middle Grades.
California Educational Research Cooperative, Riverside.
PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Grade Placement; Classes (Groups of Students); Curriculum Enrichment; Educational Development; Educational Environment; Grade 6; Grade 7; Grade 8; Grouping (Instructional Purposes); Instructional Program Divisions; Junior High Schools; *Middle Schools; *Preadolescents; *School Organization; *Transitional Programs

The junior high school, typically grades 7-8 or 7-9, offers a program that is "not-quite-yet-but-trying-to-be" a high school. The organization of the middle school (commonly the grades 6-8), however, is based on a philosophy of education that was specifically designed to meet the special needs of a preadolescent learner; middle schools incorporate unique curricula to better effect the transition between elementary and high school programs, rather than attempt to approximate one or the other. Many educators, perceiving junior highs as a "failed" promise, have turned to the middle school philosophy as an affirmation of a higher level of commitment. Indeed, since 1964, the number of new middle schools replacing traditional junior highs has progressively increased. A review of research on middle-level education indicates that: (1) although primarily an administrative concern driven by attendance boundaries, grade level organization had little impact on middle-level students' academic achievement; and (2) the terms "junior high school" and "middle school" do not define a school's program. Additionally, the effective schools research has given rise to discriminant analyses of effective middle school variables and allowed researchers to identify those characteristics most commonly found within "exemplary" middle schools. (159 references) (KM)

ED 315 910 EA 021 669

Gottfredson, Denise C.
Promising Strategies for Improving Student Behavior.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Nov 86
NOTE- 40p.; Paper prepared for the Conference on Student Discipline Strategies of the Office of Educational Research and Improvement (Washington, DC, November 6-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Cooperation; *Discipline Problems; Elementary Secondary Education; *Intervention; *Student Behavior; Theory Practice Relationship; *Urban Schools
IDENTIFIERS- *Maryland (Baltimore)

In response to growing public concern over declining educational quality and discipline problems in today's schools, this paper reviews research on the causes of school disruption and student misbehavior, identifies promising ameliorative strategies, and examines specific research-practitioner collaborations that have successfully reduced school disorder. Schools with discipline problems lack fair, clearly stated, and firmly enforced rules and respond ambiguously to student misbehavior or ignore it. Such schools are large, located in urban areas, lack teaching resources and close teacher-administrator cooperation, and have teachers with punitive attitudes. Disruptive students generally do not attend school regularly, are low achievers with low educational expectations, have delinquent friends, dislike school, lack belief in the validity of rules, and have little adult supervision. The risk factors for schools and individuals converge in suggesting the need for clear, fair, and consistent rule enforcement that promotes a more positive attitude toward school and the validity of rules. Bringing about beneficial school change requires an organizational development approach, as used in a national Delinquency Prevention Through Alternative Education project using a tool called Program Development Evaluation. The Effective Schools Project in Baltimore, Maryland, is an example of a successful collaborative process working toward classroom management and instructional innovations aimed at improving student outcomes. (Unfortunately, the improvement was never institutionalized.) Other specific program models and instructional strategies are summarized, along with recommendations for further research. (40 references) (MLH)

EC

ED 315 923 EC 212 780

Eckart, M. L.
Correlates of Self Esteem in Adolescents with Spina Bifida.
PUB DATE- 88
NOTE- 182p.; Ph.D. Dissertation, University of Cincinnati.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; Locus of Control; *Physical Disabilities; Rating Scales; *Self Concept; Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); Sex Differences; *Social Cognition; Young Adults
IDENTIFIERS- *Spina Bifida

The study examined correlates of self-esteem in 54 adolescents and young adults (ages 12-22) with spina bifida. Core issues identified were the relationships of global self-esteem and perceived competencies in specific areas, perceptions of control, and identification with the physically handicapped. Relationships of self-esteem to age, gender, and school placement were also explored. Self-esteem was measured by both self-report rating scales and behavioral ratings by teachers and parents. An introductory chapter discusses theories on self-esteem and reviews related research. Among reported results are the following: (1) Adolescents with spina bifida, like nondisabled adolescents, rated their own self-worth in congruence with the cultural norms for their gender. (2) Ratings of physical competence and appearance correlated with a self-report measure of self-esteem, but not with parental observations. (3) Self-ratings of competence were related to self-esteem, while teacher rating were not. (4) There was no correlation between positive attitudes toward the disabled and self-esteem. (5) Older adolescents perceived significantly less internal control over events than did younger ones. In general, there were some gender differences in the correlates of self-esteem. The findings of the study were inconclusive about trends in self-esteem. References and seven tables are provided. (JW)

ED 315 981 EC 222 735

Kochanek, Thomas T.; Friedman, Donna Haig
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
Rhode Island Coll., Providence. Dept. of Special Education.
SPONS. AGENCY- Massachusetts State Dept. of Public Health, Boston.
PUB DATE- 88
NOTE- 134p.; Appendixes A through F present numerous legibility problems.
AVAILABLE FROM- Thomas T. Kochanek, Department of Special Education, Rhode Island College, Providence, RI 02908 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Disabilities; *Early Intervention; *Evaluation Methods; Family Environment; Family Programs; Federal Legislation; *Identification; Infants; Planning; *Program Development; Public Policy; Screening Tests; Services; Young Children
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *Individual Family Service Plan; Massachusetts
The monograph presents essential components of a decision making sequence used to incorporate formalized family assessment and service planning procedures into two existing early intervention programs in Massachusetts. The 1-year effort used a consultant to: (1) redefine screening and assessment processes to include both child and family centered dimensions; (2) identify and critically evaluate formalized instruments used to assess family needs and strengths; (3) develop alternative individual family service plan (IFSP) formats; and (4) develop revised intake, screening, diagnostic, and service planning processes which reflect statutory requirements, contemporary research findings, and best clinical judgement. The monograph contains six sections and appendixes. After an introduction and overview, Part II looks at the context for family assessment and intervention including Public Law 99-457 and research findings. Methods of reviewing and analyzing family assessment instruments are presented in Part III with sections on classes of available measures and criteria for test selection. Discussed in Part IV are implications of family assessment for program organization and design. Part V considers development of an IFSP format, and Part VI briefly notes training/technical assistance implications. Seven appendices provide information on measures of social support and family behavior, significant life stressor scales, and quality of caregiving environment scales. Contains a list of over 100 references. (DB)

ED 316 069 HE 022 950

Hearings on the Role of Athletics in College Life. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (May 18 and 24, 1989).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 89

NOTE- 212p.; Serial No. 101-22. Some pages of testimony contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Athletes; *College Athletics; College Students; Educational Legislation; *Federal Legislation; Hearings; Higher Education; Policy Formation; *Public Policy; Student Recruitment

IDENTIFIERS- Congress 101st; Proposed Legislation

Testimony concerning the role of intercollegiate athletics in contemporary college life is recorded in this hearings report. Big-time athletics have become an increasingly important element within American colleges and universities, and at times they appear to overshadow academics in higher education. Student athletes are confronted with pressures, demands, expectations and temptations to a degree unheard of by their predecessors a generation ago, a fact which raises the question, have the short-term excitement and revenues of athletics blinded some colleges and universities to their long-term responsibility of educating students? The purpose of the hearings was to enlighten members of Congress, and through them the general public, as to what happens in practice (how student athletes are governed, the role of the media in creating pressures, and how students are recruited). Statements are presented from Subcommittee Chairman Pat Williams; Subcommittee members E. Thomas Coleman, George Miller, and Thomas J. Tauke; Representatives Ed Towns and Tom McMillen; Reverend Timothy Healey, President, Georgetown University (Washington, D.C.); and a variety of other witnesses, including educators, sports administrators, a high school athletic director, and a sports writer. Prepared statements, letters, and supplemental materials are included. (SM)

ED 316 158 HE 023 283

Ott, Mary Diederich; And Others
A Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
Maryland Univ., College Park. Office of Institutional Studies.
PUB DATE- Apr 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Higher Education; High School Graduates; *Language Enrollment; *Second Language Learning; Second Language Programs; *Student Characteristics; Undergraduate Students
IDENTIFIERS- *University of Maryland College Park
The report presents an analysis of the foreign language preparation of first-time undergraduate students at the University of Maryland College Park (UMCP). Basic areas of interest addressed included: the percentage of first-time students with either at least 2 or at least 3 years of preparation in a single foreign language in high school; how the language preparation was distributed among various foreign languages; and characteristics of students who did or did not have at least 2 years or at least 3 years of preparation in a foreign language. A random sample of 398 of the new freshmen as of fall 1985 was chosen for the study. Analysis of high school transcripts indicated: at least 87.4% had completed 2 or more years of a foreign language; at least 59% had completed 3 or more years of a foreign language; completion of a minimum of 2 or 3 years of a foreign language was not significantly related to age, race, or academic division; students from out-of-state had higher rates of language study at the criterion levels than did in-state students; students with higher rates of foreign language study had higher mean SAT scores; greater proportions of women than of men had studied 3 or more years of a foreign language; and lower proportions of part-time students than full-time students had studied 3 or more years of a foreign language. Eleven tables detail the data. (SM)

ED 316 173 HE 023 410

Weissman, Robert
The Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
Harvard Watch, Cambridge, MA.
PUB DATE- 7 Dec 87
NOTE- 95p.; For related documents, see HE 023 407-409.
AVAILABLE FROM- Harvard Watch, Mather House 153, Harvard University, Cambridge, MA 02138 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Administrative Principles; Administrative Problems; *Administrator Responsibility; *College Administration; *College Presidents; *Governance; Higher Education; Private Colleges; *Student College Relationship
IDENTIFIERS- *Harvard University MA
The governing structure of Harvard University is reviewed, and the findings include the following: (1) Harvard's present administrative and governance structure utilize corporate techniques of management that allow the president to diffuse administrative tasks without diffusing power--the difficulty of locating responsibility in the decentralized administration limits the degree to which any administrator is held accountable for his or her actions; (2) Harvard's governing body, the Harvard Corporation, is made up of white male professionals and businessmen and operates in secret; (3) a university's need for openness and a free flow of communication supports the need for the administration and the corporation to operate less secretly and incorporate students into the decision-making process; (4) the current approach of the administration and corporation send a number of negative messages to students about the administration of power; and (5) the Undergraduate Council provides students with a means of fighting for a greater role in university governance. Eighteen recommendations for changes in Harvard's governing system are proposed, involving more openness on the part of the corporation and increased student involvement in governance. Appendices include a description of university governance, edited by university officials; short profiles of members of the Harvard Corporation; the author's correspondence with the Harvard Corporation; an interview with the university treasurer and the vice president for government, community, and public affairs; and a list of the universities and colleges surveyed concerning their governing structure. (KM)

ED 316 202 IR 014 195

Knapp, Linda
Software Development through ACOT Teachers' Eyes. ACOT Report #4.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 8p.; Apple Classrooms of Tomorrow Perspectives. For additional reports in this series, see IR 014 192-196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Instructional Development; Instructional Effectiveness; *Interdisciplinary Approach; *Language Arts; Microcomputers; Process Education; Teacher Role
IDENTIFIERS- *Apple Classrooms of Tomorrow
Eight Apple Classrooms of Tomorrow (ACOT) teachers met with software developers at the Florida Instructional Computing Conference in January 1989. During the session, the panel of ACOT teachers expressed their wants and wishes for educational software and developers responded with their own concerns. The face-to-face communication provided a successful strategy for discussing future software development for education. Teachers expressed their need for: (1) a network management system for curriculum software that will identify students' needs as well as record their progress; (2) curriculum software that combines practice with meaningful applications of the skills being taught (e.g., adding word processing capabilities to language arts software so that students can use newly-acquired spelling and vocabulary skills to compose sentences or paragraphs); (3) software that complements a literature-based language arts curriculum; (4) software that supports the process approach to writing; (5) curriculum software for the Macintosh; and (6) interdisciplinary software. While teachers noted that many ACOT students do better on standardized tests because they are more highly motivated to learn with computers, several sites reported that test score averages have stayed the same since the introduction of ACOT programs. According to the teachers, students have become more active, independent learners as the result of computer use. Teachers saw their role changing from that of disseminator of information to facilitator of learning. (GL)

ED 316 233 IR 053 080

Kendrick, Curtis L., Comp.; Lange, Robert, Comp.
State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
State Univ. of New York, Stony Brook. Library.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; College Libraries; Fines (Penalties); *Graduate Students; Guidelines; Higher Education; Information Dissemination; *Job Training; Library Automation; *Library Circulation; Library Materials; *Library Personnel; Online Systems
IDENTIFIERS- *State University of New York Stony Brook

Designed to train student circulation desk workers at the State University of New York at Stony Brook's Main Library, this guide details specific procedures and outlines administrative policies. Topics covered include: (1) what circulation is; (2) what is expected of graduate students; (3) the library's opening and closing procedures; (4) who may take out books; (5) identification badges; (6) checking out books; (7) renewals; (8) the electronic security system; (9) discharging books electronically and manually; (10) working at the reserve desk; (11) issuing courtesy cards; (12) the dissemination of information to the public while at the circulation desk; (13) the telephone system; (14) commonly asked questions, e.g., library hours, photocopy information, and the locations of specific periodicals and types of books; (15) using the computer charge printout; (16) initiating search requests when patrons cannot find a book in the stacks; (17) holds and recalls; and (18) billing. The guide concludes with information on how to deal with problems such as fire alarms, personal property loss, the lost and found, circulating noncirculating materials when all copy machines are broken, and patron behavior problems. A subject index is included. (SD)

ED 315 996 EC 222 750

I Can Too! Bulletin 1831.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 87
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Activities; *Art Education; Art Therapy; Childrens Art; Class Activities; Classroom Techniques; Creative Art; *Disabilities; Elementary Secondary Education; Mild Disabilities; Severe Disabilities; Special Education; Student Characteristics; Teaching Methods

This resource book is intended to assist special education teachers in planning art lessons to meet specific goals. It is divided into sections covering mild and moderately handicapped students, severely and profoundly handicapped students, and student with specific sensory handicaps. Each section discusses definitions and characteristics of the disabilities in question and offers a series of art activities targeting specific cognitive processes such as color discrimination and self-concept. Art activities are provided in the form of worksheets outlining time requirements, resources needed, preparations, detailed instructions, and possible expansion activities building on what has been done. A final resource section provides a descriptive list of helpful art skills, listed alphabetically; a list of collectible materials with possible sources for obtaining them; and lists of art centers, galleries, museums and other institutional resources both in-state and nationally. A glossary and a 25-item bibliography are also included. (PB)

ED 316 011 EC 230 017

Banzhaf, Katie; And Others
Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-174-3
PUB DATE- Feb 87
NOTE- 110p.; For related documents, see EC 230 016-020. Charts have small print.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Agencies; Business; *Cooperative Programs; Definitions; *Disabilities; Employers; *Employment Potential; Human Services; Industry; *Job Placement; Models; *Older Adults; On the Job Training; *Supported Employment; Vocational Rehabilitation; Workshops

Intended for use with personnel in business, industry, and human service agencies, the training module is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. This module explains partnerships between businesses and human service agencies. It emphasizes the development of working relationships between the public and private sectors. An introduction explains how to use the module, providing information on desired competency of participants in the training sessions, reader information for different target audiences, materials, and preparation for instruction. Chapters have the following titles: "Establishing a Partnership" (the traditional readiness model versus the alternative supported employment model); "Marketing the Qualified Applicant" (addressed to human service workers); "Finding, Hiring, and Keeping Qualified Workers with Special Needs" (addressed to employers); "Innovations that Work--A Guide to Successful Public-Private Partnerships" (e.g., human factors, a suggested planning process, possible program models, comparison of models, and the winning partnership between public service agencies and industry); "Planning for Results" (a problem-solving approach). About 85 references. (DB)

ED 316 026 FL 018 333

Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
Bell Educational Trust, Cambridge (England).
REPORT NO.- ISBN-1-870969-16-2
PUB DATE- 89
NOTE- 74p.
AVAILABLE FROM- Publications Dept., Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge, CB2 2QX, England).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; Drama; *English (Second Language); *Idioms; Independent Study; Language Teachers; Learning Resources Centers; *Literature Appreciation; Novels; Program Evaluation; Reading Instruction; Second Language Instruction; *Teacher Education; *Writing Instruction
IDENTIFIERS- Learner Centered Instruction

A collection of reports of the presentations and workshops held at an international conference on the teaching of English as a Second Language includes: "More about Teaching Idioms to Intermediate Students" (Frank E. Bell); "Learning Language from Literature and Literature from Language" (Frank E. Bell); "Negotiating a Syllabus" (Paul Cane); "Working with Novels and Plays" (Roger Gower); "Soup and Dumplings: Tacit Knowledge in Teacher Training" (Peter Maingay); "The Setting Up and Use of a Self-Access Study Centre" (Judy McCall, Sally Bott); "Evaluating a Teacher Development Programme" (Keith Morrow); "Anything I Can Do..." (Margaret Pearson); "The Cambridge/RSA Diploma: Teaching, Testing or Development?" (Diane Phillips); "Words, Texts and Feelings" (Richard Rossner); "Self-Access in Teacher Training" (Sue Sheerin); and "From Students' Writing to Students Writing" (Chris Tribble). (MSE)

ED 316 041 FL 018 356

Flores, Jayni
Chicana Doctoral Students: Another Look at Educational Equity.
PUB DATE- 88
NOTE- 11p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Bilingual Education; *Doctoral Programs; Economic Factors; Equal Education; Fellowships; Females; Higher Education; *Hispanic Americans; Interviews; Marital Status; *Racial Bias; Role Models; *Sex Bias; Social Support Groups; Student Characteristics; Surveys; *Womens Education
IDENTIFIERS- Arizona; California; *Chicanas; Colorado; New Mexico; Texas
Telephone interviews with Chicanas--30 graduates and 20 dropouts from Title VII Bilingual Education Doctoral Fellowship Programs in Arizona, California, Colorado, New Mexico, and Texas are reported. The study sought information on how the Chicanas' perceptions of racism, sexism, economics, family responsibilities, support networks, role models, and mentors affected persistence and graduation. The present report addresses the resulting demographic profile and racism and sexism variables. Results show a significant relationship between persistence and marital status, but no statistically significant relationship with age or existence of dependents, and no significant relationship with perception of racism or sexism. However, a majority of the Chicanas felt they were victims of sexism and about one-fifth felt they were victims of racism in the program. Recommendations for improvement of the situation include an end to sexual harassment, equitable distribution of research and teaching assistantships, institutionalization of bilingual education doctoral programs, sincere institutional efforts to employ ethnic minority and women faculty who can serve as role models, and universities with high rates of success in graduating these fellows be studied for traits contributing to that success. (MSE)

ED 316 057 FL 018 381

Gothard, James E.
Building Composite Characters on a Postscript Printer.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-16-89
PUB DATE- Jul 89
NOTE- 56p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Printers; *Computer Software; *Diacritical Marking; *Media Adaptation; *Orthographic Symbols; *Printing; Programing
IDENTIFIERS- Apple Macintosh; Laser Printers; Microsoft Word; *PostScript Language

Procedures enabling the placement of diacritical markings over a character for printing in PostScript fonts on an Apple LaserWriter printer are described. The procedures involve some programming in the PostScript Language and manipulation of Adobe PostScript fonts. It is assumed that Microsoft Word will be used to create the text to be printed. The Word/LaserWriter interface is described, and background work is outlined. Program design and specifications and definitions of terms are given, and specific procedures within the program are described, including accent placement, the accents dictionary, font operation, character-building, font modification, and modifications of Microsoft Word. Problems, unknown variables, and future development potential are discussed briefly. Appended materials include character width and encoding tables, a sample printout, program codes, and a sample Microsoft Word 4.0 initializing file. (MSE)

ED 316 082 HE 022 986

Johnston, Joseph S., Jr.; And Others
Those Who Can, Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
REPORT NO.- ISBN-0-911696-47-4
PUB DATE- 89
NOTE- 186p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Art Education; *Career Choice; College Students; Course Selection (Students); Degrees (Academic); Educational Quality; Higher Education; *Liberal Arts; *Majors (Students); Minority Groups; Science Education; Specialization; Teacher Certification; *Teaching (Occupation); Undergraduate Students

The book synthesizes existing literature on teacher education and recommends an integrated program to prepare arts and sciences undergraduates for careers in teaching. The six chapters of Part I provide general principles while the four chapters of Part II offer specific recommendations for colleges and universities. After an introduction, Chapter 2 documents the nation's continuing inability to secure from among its teacher education graduates enough high quality teachers. Chapter 3 then proposes a primary national and institutional strategy to tap into the pool of students majoring in the arts and sciences. The review in Chapter 4 of what teachers need to know and be able to do reinforces the value of an arts and sciences background. Chapter 5 examines proposals that would bring liberal arts majors into teaching by placing teacher preparation on the graduate level. Chapter 6 considers the obstacles impeding the implementation of the integrated undergraduate programs recommended. Recommendations presented in Chapter 7 cover general education, the major area of study, supportive and administrative structures, inservice programs, and the role of state regulations. Chapter 8 offers recommendations to recruit and prepare minority teachers, and Chapter 9 summarizes the results of a recent survey of current practice in certification programs for arts and sciences majors. Finally, chapter 10 presents brief descriptions of 11 programs that have already undertaken the sort of innovations proposed. An appendix lists organizations and projects with such activities currently underway. Over 300 notes document references cited in the book. (SM)

ED 316 095 HE 023 208

Panebianco, Anthony F.
Performance Evaluation for Non-Teaching Professionals.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Utica/Rome. Inst. of Technology.
PUB DATE- 90
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by ther Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Due Process; *Employer Employee Relationship; *Evaluation Criteria; *Evaluation Methods; Higher Education; Models; *Personnel Evaluation; Professional Occupations; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Noninstructional Staff; Performance Evaluation Nonteaching Professionals; *State Univ of New York Inst of Tech Utica Rome
The program Performance Evaluation for Non-Teaching Professionals at the State University of New York Institute of Technology at Utica/Rome provides periodic assessments as required by institutional policy. The system is intended to establish a standard for judging quality of an employee's work and a rational and uniform basis for appraising performance, with the further objective of facilitating performance improvement, reevaluation of job functions, reappointment decisions, and promotions and salary increases. Communication between employee and supervisor is an essential element of the program. The annual evaluation is based on conformity to a formal performance program developed by the supervisor, and follows a process of (1) preliminary evaluation; (2) discussion of a new performance program, which forms the basis for the next performance evaluation; (3) final evaluation; and (4) distribution of the final, written evaluation and new performance program to appropriate individuals. A performance rating appeal procedure is also incorporated in the program. Program and evaluation forms are attached. (MSE)

ED 316 108 HE 023 221

Guyer, Barbara P.
H.E.L.P. (Higher Education for Learning Problems).
American Association of State Colleges and Universities, Washington, D.C.; Marshall Univ., Huntington, W. Va.
PUB DATE- 89
NOTE- 20p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dyslexia; Graduate Students; Higher Education; *Learning Disabilities; Medical Students; Models; Notetaking; Program Descriptions; Reading Instruction; *Remedial Instruction; Severe Disabilities; Spelling Instruction; State Universities; Student Characteristics; Study Skills; Summer Programs; *Teaching Assistants; Test Wiseness; *Tutorial Programs; Writing Instruction
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; HELP Program; *Marshall University WV
Higher Education for Learning Problems (H.E.L.P.) is a tutorial program for students at Marshall University (West Virginia) who have learning disabilities. Tutoring in coursework is done by graduate assistants under the supervision of the director or assistant director. Remedial instruction in reading, spelling, and written language is provided by tutors with a master's degree in learning disabilities. Student participants are from 23 states. There are 120 students enrolled in the program during the academic year, and 60 enrolled in the summer program, which is required of students with more severe disabilities. In the summer program, students enroll in one class through the university, through which note-taking, study, and test-taking skills are taught by the program. The 4-hour-per-day summer program also provides adequate time to address remediation of basic skills. H.E.L.P. is self-supporting, funded by the tutoring fees paid by students in the summer. Attached are two journal research reports generated by the program: "Dyslexic Doctors: A Resource in Need of Discovery" (Barbara Priddy Guyer) and "The Effectiveness of a Multisensory Alphabetic Phonetic Approach with College Students Who Are Learning Disabled" (Barbara Priddy Guyer and David Sabatino). (MSE)

ED 316 121 HE 023 234

Black, Jan; Rountree, Ruthann L.
Minority Management Training Program for Social Workers Specializing in Aging.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Long Beach. Dept. of Social Work.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 89
NOTE- 23p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- 90AT0368
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Curriculum Development; Educational Gerontology; Field Experience Programs; Higher Education; *Management Development; Masters Programs; *Minority Groups; Models; Professional Education; *Program Administration; Program Descriptions; Public Agencies; School Community Relationship; *Social Work; Specialization; State Universities; Student Recruitment

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Long Beach; Minority Mgmt Trng Prog Social Workers Aging
The objectives of the project have been to recruit minority students to the field of aging, upgrade skills of social service workers already employed in aging agencies, prepare minority students for leadership roles in agencies serving older adults, develop curriculum training materials on agency administration and management, provide integrated field work and classroom instruction, and develop a pool of social workers with special skills in aging administration and management. The program provides a minimum of eight master's-level social work students with stipends and tuition awards and an educationally focused field work placement in an agency specializing in services to older adults. It also funds the development of curriculum and training materials by faculty and provides consultation and support to field agencies, students, and non-grant faculty through specialized training sessions. Collaborative activities with a variety of community-based social service agencies serving all segments of the older adult population are featured in the program design. (MSE)

ED 316 133 HE 023 246

McClary, Cheryl
Health Promotion Program.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Chapel Hill. Dept. of Health and Fitness.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- UHMD01J(WJG)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; Exercise; *Health Promotion; Higher Education; Models; Newsletters; Nutrition Instruction; *Physical Fitness; Program Descriptions; State Universities; Testing
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Health Promotion Program; Mountain Area Health Education Center; *University of North Carolina Chapel Hill; Walking

The Health Promotion Program began with establishment of a one-credit course in health promotion and wellness and the training of family practice residents at the Mountain Area Health Education Center to serve as lab leaders in the course. The course later became part of the university's general education requirements. In addition, a health promotion minor has been established, and the Department of Health and Fitness was created by combining the health promotion program and the physical education department. Program activities include: the nutrition program, in cooperation with the university dining service, to provide healthy food choices on campus; student, staff, and faculty cholesterol testing and information dissemination; a walking program of regular exercise and competitions; humor; blood pressure checks; fitness testing; sponsorship of the student health advisory council; publication of a newsletter and other cooperative efforts with the campus health center; and a community lecture series featuring prominent national and regional speakers. A study of the effectiveness of the health promotion course suggests a positive effect on student behavior and attitudes. (MSE)

ED 316 188 IR 014 175

Salehi, Saeed; And Others
Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Mar 89
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Conventional Instruction; Educational Technology; Elementary Secondary Education; *Program Evaluation; Questionnaires; School Surveys; *Student Attitudes; Tables (Data); *Teacher Attitudes
Two years of evaluation studies by the Maryland Education Technology Network (METN) are summarized in this report, which analyzes the effectiveness of school-based technology centers. During the first year of evaluation (1987), four questionnaires were administered at seven pilot schools to students, center coordinators, computer using teachers, and non-computer using teachers; during the second year (1988), questionnaires were administered at nine other schools to students and teachers. The purpose of the study was to: (1) determine the adequacy of the technical implementation of the system; (2) assess attitudes of students toward using computers as learning tools; and (3) assess teachers' attitudes toward computers as an educational tool and their perception of the effectiveness of computerized versus traditional methods of instruction. Responses to the questionnaires indicate that students' attitudes toward computer assisted instruction (CAI) were very positive, and that they preferred learning in a computerized instructional environment to learning in traditional instructional settings. Teachers were also very positive in their appraisal of CAI, and over half of the teachers felt that learning in regular school subjects by average students had increased. Tables, figures, and charts displaying the results of the surveys and copies of the questionnaires make up a large part of the report. (SD)

ED 316 217 IR 014 216

Baggett, Patricia
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
Michigan Univ., Ann Arbor. School of Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Aug 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Computer Graphics; Higher Education; *Interactive Video; Intermode Differences; *Multimedia Instruction; *Programed Tutoring; Repair; *Sequential Approach; Tables (Data)
IDENTIFIERS- Visual Cohesion
The first part of this document is the final report of a research project (1984-1989) on designing and implementing an intelligent multimedia tutoring system for repair tasks. The problem/goal and approach, equipment and implementation, experimental work, and results are discussed for three phases of research: (1) developing and testing an interactive computer-controlled videodisc-based system to help people learn to assemble an object; (2) designing, implementing, and testing a prototype videodisc-based intelligent multimedia tutoring system to help people assemble, repair, and understand an object; and (3) developing and testing several versions of a graphics-based system to help people repair an object. Eight references are listed. The second part of the document, a paper entitled "Sequencing and Access in Interactive Graphics-based Procedural Instructions," reports on a study which investigated whether sequencing of procedural instructions is important when the instructions are presented interactively and subjects are provided with well-designed free access to the information. Eight references are listed, and data tables and sample screen displays accompany the report. The third part of the document is an appendix listing 40 papers, talks, and technical reports completed in the course of this research. A directory of researchers is attached. (MES)

ED 316 247 IR 053 102

Chen, Ching-chih; Hernon, Peter
A Regional Investigation of Citizens' Information Needs in New England. Project Report.
Simmons Coll., Boston, Mass. School of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Jan 81
NOTE- 322p.
GRANT- G007900537
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Information; Community Information Services; *Information Seeking; *Information Sources; Interviews; *Needs Assessment; Questionnaires; Reference Services; Referral; Surveys; *User Needs (Information); *User Satisfaction (Information); Use Studies
IDENTIFIERS- *New England

In order to identify the information needs of individual residents of the six New England states, telephone interviews were conducted to generate baseline data relating to information providers (e.g., availability, linkage between sources, and institutional barriers to information provision) and information seekers (e.g., problem awareness and articulation, and source awareness). The study examines information seeking needs arising from both work and non-work contexts of 2,400 residents from rural and urban areas in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. In particular, it focuses on: (1) information requirements; (2) the various types of information source providers consulted, e.g., libraries, friends, neighbors, relatives, television, and newspapers; (3) the perceived level of user satisfaction with these providers; (4) a taxonomy of barriers to effective information seeking; and (5) reasons for library use and non-use. It was found that many people do not associate libraries with situations in which they have to find out something or solve a problem; if they do use a library, this source is frequently only one step in the information gathering process. It is recommended that libraries determine their unique role in the information seeking process and cooperate more fully with other institutional source providers so that both citizens and other source providers will associate libraries with the provision of information services. A copy of the telephone interview schedule is included. (42 tables, 17 figures) (SD)

ED 316 260 IR 053 120

VanMeter, Vandelia L.
An Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
PUB DATE- 89
NOTE- 11p.; For the King Report, see ED 265 853-865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Competence; Employment Patterns; *Employment Qualifications; *Entry Workers; *Information Scientists; Information Services; *Librarians; Library Research; Library Statistics; Tables (Data)
IDENTIFIERS- *Competency Lists
The knowledge, skills, and attitudes expected of library and information professionals were the focus of a major study that culminated in a work entitled "New Directions in Library and Information Science Education" (1986), commonly called the King Report. This study resulted in the identification of sets of competencies in knowledge, skill, and attitudes that are expected of entry-level and advanced professionals who work in various settings and have various responsibilities in the field of library and information studies. Generic competencies expected across all work settings regardless of specific responsibilities were also identified. For this paper, the recommendations for entry-level professionals who work in various settings and have various responsibilities were extracted and compiled into easily accessible tables. Table 1 presents statistics on knowledge--e.g., alternative approaches to organizing information--expected in academic libraries, public libraries, school libraries, special libraries, information centers, and by database producers. Generic competencies are also noted. Table 2 features knowledge competencies validated as essential for entry level professionals who perform specific functions--e.g., acquisitions--regardless of the work setting. Skills expected to be demonstrated by entry level workers--e.g., anticipating long-range needs of the organization and its users--are presented in Table 3 by professional area. Table 4 displays information about the attitudes--e.g., willingness to take initiative--that are expected across all work settings and responsibilities. (Author/SD)

ED 316 273 JC 900 132

Guthrie, James W.; And Others
The Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
San Francisco Community Coll. District, Calif.
PUB DATE- Jan 90
NOTE- 83p.; Extremely small print in Appendix B may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; College Administration; *College Planning; Community Colleges; Community Services; Financial Policy; Institutional Evaluation; Models; Multicampus Districts; *Noncredit Courses; *Organizational Development; *Organizational Objectives; Two Year Colleges
IDENTIFIERS- *California (San Francisco)

Over a 6-month period in 1989, an institutional review was conducted of the San Francisco Community College District (SFCCD) in order to develop recommendations for an organizational and administrative structure that would facilitate the fulfillment of district goals, promote professional performance, enhance the implementation of significant new state mandates, encourage the efficient use of scarce resources, and enable the district to adapt to change in the future. The private consulting firm recruited to assess the SFCCD reviewed district documents; interviewed over 100 administrators, faculty, and other personnel; conducted case studies; received opinion surveys from employees and current and former students; and undertook comparisons with other community colleges in California and nationwide. The analyses suggested that challenges to the district's effectiveness existed in the areas of organizational culture, mistrust, a common vision, cohesion, professionalism, communication, efficiency, planning, evaluation, and renewal. Four organizational models were considered to address these challenges: a status quo model; a parallel structure model, calling for the City College of San Francisco (CCSF) and the non-credit program to operate as two equal but independent components; the formation of a multi-college district; and an integrated systems model, which would consolidate the CCSF and the district's non-credit program into a single functioning organizational unit. The study report weighs each alternative and makes recommendations for reforms. Enrollment, apportionment, revenue, expenditure, and comparative fiscal data are appended. (JMC)

ED 315 924 EC 222 027

Standards for Programs Involving the Gifted and Talented.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-191-9
PUB DATE- 89
NOTE- 17p.
CONTRACT- RI88062007
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($6.25, $5.00 members; stock no. R631).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ability Identification; Administrative Principles; Curriculum Development; Elementary Secondary Education; *Gifted; *Program Design; *Program Development; Program Evaluation; Program Improvement; Staff Development; *Standards; *Talent

This document presents minimum standards for programs serving gifted and talented students. The first chapter discusses program design standards, with a focus on building a flexible system of program options throughout general and special education that can be matched with the needs, strengths, and interests of gifted and talented students. The second section covers standards for professional development of policy makers, administrators, teachers of gifted and talented students, support staff, and program personnel. The third section covers standards for identification of gifted/talented students, emphasizing the measurement of diverse abilities and intelligences using nondiscriminatory methods that employ both qualitative and quantitative techniques. A final section discusses curriculum design standards, including content, methodology, resources, and products of instruction. (PB)

ED 315 938 EC 222 050

Carlisle, Lynn; Lesniak, Pat
The Individualized Education Program (IEP) Process: Rights and Responsibilities.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 88p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; *Individualized Education Programs; Legal Responsibility; *Parent Education; *Parent Responsibility; *Parent Rights; Program Development; Student Participation; *Student Rights
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on rights and responsibilities in the Individualized Education Program (IEP) process. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) develop an awareness of the federal and state laws and regulations which safeguard the rights of children with disabilities and their parents, (2) develop an awareness of the IEP process, (3) examine the role and responsibilities of parents in the IEP process, (4) discuss techniques for effective parental and student involvement in the IEP process, and (5) practice goal writing for the IEP. A Bibliography identifies five books, magazines, or other resources. (DB)

ED 315 953 EC 222 704

Stewart, David A.
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 89
NOTE- 26p.
GRANT- G008730145
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *American Sign Language; Bilingual Education; Classroom Techniques; *Communication Skills; *Deafness; Demonstration Programs; Elementary Secondary Education; *Hearing Impairments; Inservice Teacher Education; Intervention; Postsecondary Education; Teacher Student Relationship; *Teaching Methods; *Total Communication

A 4-year demonstration Total Communication Project was implemented at three schools (an elementary, a middle, and a high school) serving hearing impaired students. The goal of the project was for the six participating teachers to become consistent in their role modeling of English and American Sign Language (ASL), through weekly inservice on ASL and guidance in its appropriate use. Although English was the primary language of the classroom, ASL was used as an intervention tool. The paper describes: (1) techniques used for identifying classroom situations that call for the use of ASL, (2) discourse situations that influence the use of different language codes in total communication classrooms, and (3) guidelines for code-switching between English and ASL. The paper reviews the limited research on the effectiveness of ASL as an instructional tool, notes policy considerations, and offers a theoretical framework which sees ASL as a means of increasing deaf students' comprehension of instructional information. A variety of related issues are briefly addressed including the combined expression of signs and speech, the use of two languages in the classroom, attitudes toward ASL intervention, the conceptual function of signs, and the role of fingerspelling in instruction. 43 references. (DB)

ED 315 967 EC 222 720

Renfroe, William; And Others
Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jul 86
NOTE- 73p.; For related documents, see EC 222 721.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Employment Potential; Graduate Surveys; High Schools; Longitudinal Studies; Postsecondary Education; *Student Development; *Student Educational Objectives; Student Employment; Student Interests; *Vocational Interests
IDENTIFIERS- California (Los Angeles)
The preliminary report presents first year findings of a 5-year study on the training and employment experienced by Los Angeles high school students with disabilities and their post-high school employment and other activities. This report presents baseline data against which future annual reports will be compared. The study group consists of 945 senior high handicapped students receiving special education services. A pre-graduation data form and a survey of student plans were used to gather the baseline data. Preliminary analysis indicates that the sample contains twice as many male as female students, that most of the students are enrolled in special day classes at regular high schools, that most students are taking regular or modified vocational training, and that about half the students work. More than half the graduates plan to continue their education for which most plan to attend a 2-year college; 63% of students planning to continue their education expressed interest in vocational or technical courses; and 82% of graduates planned to be employed full or part time by the following fall. The report also includes detailed statistical analyses and the evaluation and data gathering forms used. (DB)

ED 316 070 HE 022 955

The National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
Georgia Univ., Athens. Office of Instructional Development.
PUB DATE- 15 Apr 89
NOTE- 171p.; For the 1st conference, see ED 276 393.
AVAILABLE FROM- The Second Conference on Professional and Personal Renewal for Faculty, Office of Instructional Development, The University of Georgia, 164 Psychology Building, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Burnout; *College Faculty; Curriculum Development; Educational Quality; *Faculty Development; Higher Education; Job Satisfaction; Student Evaluation of Teacher Performance; *Teacher Improvement; Teacher Morale; *Teaching (Occupation); Well Being
IDENTIFIERS- *Faculty Vitality

This document reports on the second of a projected series of conferences, for University of Georgia faculty, having the theme of "faculty renewal" (rather than the older "faculty development") as the major focus. Following a brief introduction, the proceedings open with the keynote speech, "Meeting the Challenge of Personal and Professional Renewal for Faculty" (J. Schuster), followed by the address, "Staying Alive" (P. Seldon). Next are four invited presentations, namely: "Faculty Vitality and Institutional Climate" (H. Altman); "Star Billing or Chorus Line? What Distinguishes Vital Professors from Their Colleagues?" (R. Baldwin); "Wellness Programs for Faculty/Staff: National Trends" (J. North); and "The Process of Refocusing and Redirecting with Faculty" (D. Wheeler). Fifty-six brief session presentations comprise the bulk of the document; they cover such topics as the following: balancing institutional obligations to students and renewal efforts for faculty, balancing the responsibilities of home/career/and personal growth, student feedback and professional growth, faculty development in interdisciplinary humanities programs, faculty morale, senior faculty, curricular reform, burnout among teachers, faculty attitudes, dual careers in academia, assessing learning outcomes, stress management, faculty health, professional renewal for part-time faculty, and retirement preparation. Closing remarks are taken from the keynote address delivered by John W. Gardner at the first national conference on professional and personal renewal for faculty, held in the spring of 1986. (SM)

ED 316 145 HE 023 258

Johnson, De S.; Deduck, Patricia
General Studies Advancement Examinations in Writing and Mathematics.
American Association of State Colleges and Universities, Washington, D.C.; Southwest Texas State Univ., San Marcos. Coll. of General Studies.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; Demonstration Programs; Due Process; Eligibility; *General Education; Higher Education; *Mathematics Tests; Models; Program Descriptions; Remedial Instruction; Scores; Standardized Tests; State Universities; *Writing Evaluation
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; College Level Examination Program; General Studies Advancement Examinations; *Southwest Texas State University
To continue upper division coursework past 15 credit hours, students at Southwest Texas State University must pass the College Level Examination Program (CLEP) General Examination in English Composition with Essay, with a minimum score of 421 and 45 semester hours of credit, and the CLEP General Examination in Mathematics, with a minimum score of 460 (to be raised to 477 in 1988-90) and completion of the required algebra course. There is no limit on the number of times a student may take the tests, and there are appeals procedures for students who fail them twice. The university provides resources for exam preparation. Academic deans may override the exam requirement for up to six hours of upper division work. Data are gathered to ensure that students failing the exams get advising and remediation. In future, tracking and follow-up to determine effectiveness in preparing students for upper division coursework will be implemented. Results so far suggest that the advancement examination program can improve the university's reputation and student motivation and can help assess the quality of curriculum and instruction. (Author/MSE)

ED 316 159 HE 023 284

Scott, Robert A.
Making the Curriculum More Global.
PUB DATE- 28 Oct 89
NOTE- 12p.; Paper presented at the inaugural day ceremonies at the University of Hartford (Hartford, CT, October 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Students; *Curriculum Development; Educational Planning; Educational Quality; Experiential Learning; *Global Approach; Higher Education; International Cooperation; Multicultural Education; Professional Development; *Program Development; School Holding Power; Student Recruitment
IDENTIFIERS- *Ramapo College of New Jersey
Issues related to the implementation of the policy decision to make curriculum more global are discussed with examples from programs at the Ramapo College of New Jersey. Five principles for program development include a strategy incorporating both international and multicultural themes, and comprising research and training as well as undergraduate teaching. Six broad objectives are identified: professional development for faculty and staff; curriculum development; skill development; experiential learning; programmatic partnerships with schools, colleges, community organizations, and corporations; and recruitment and retention of students. Among 10 specific criteria for assessing program impact are the number of faculty and staff participating in professional development, enrollment in courses related to the goals and objectives, and the number and quality of international and minority students recruited and retained. Initiatives of Ramapo College of New Jersey in global education are summarized (e.g., Ramapo's initiatives in global education were greatly assisted by a special 3-year grant of $3.4 million from the State of New Jersey's Governor's Challenge for Excellence Grant Program). Finally, public influences on program development are briefly addressed. (SM)

ED 316 234 IR 053 081

Smith, George V., Comp.; Boone, James D., Comp.
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
Alaska State Dept. of Education, Juneau. Div. of State Libraries.
PUB DATE- 89
NOTE- 70p.; Pages on colored stock may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Interlibrary Loans; *Library Circulation; *Library Collection Development; *Library Expenditures; Library Materials; *Library Personnel; Library Statistics; Operating Expenses; *Public Libraries
IDENTIFIERS- *Alaska
Designed to allow Alaskan librarians to evaluate and compare their libraries, this annual report compiles information provided by public libraries receiving Public Assistance grants for fiscal years 1987 and 1988. Part I presents statistics for 1988; Part II reports the 1987 statistics. It is noted that the information reported for fiscal year 1988 is more complete and reliable than information from 1987, and it is recommended that caution be exercised in drawing conclusions based on comparisons of the two years. Within each part Section 1 organizes each table alphabetically by city while Section 2 organizes the same information by the population of the area served, from largest (Anchorage) to smallest (Takotna). In each section, seven tables summarize data on: (1) circulation and interlibrary loans; (2) size of collections--e.g., books, magazines, and videos; (3) sources of income--e.g., city, state, federal, and others; (4) expenditures--e.g., salaries, collections, other operating expenditures, operating expenditures per capita, and total capital expenditures; (5) expenditures for library materials--e.g., books, magazines, videos, records, microforms, maps, and software; (6) composition of library staff and volunteers, and the number of volunteer hours contributed; and (7) library services--e.g., hours open, attendance, reference questions answered, and programs presented per week. (SD)

ED 315 897 EA 021 645

Hough, David L.
Middle Level Education in California: A Survey of Programs and Organization.
California Educational Research Cooperative, Riverside.
PUB DATE- Feb 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum; *Extracurricular Activities; *Grouping (Instructional Purposes); Hidden Curriculum; *Instructional Program Divisions; Junior High Schools; *Middle Schools; *Pilot Projects
IDENTIFIERS- *California
The second in a four-phase research project, this report presents data from a stratified random sample of California middle schools using four grade span configurations (K-8, 6-8, 7-8, and 7-9). This phase, a pilot study, is designing a methodology to help researchers discriminate among the number, percentage, and types of programs offered by the various organizational patterns. The research is intended to assist policymakers confronted with implementation decisions regarding middle level programs. Report data were developed through telephone interviews; 37 schools participated, for a response rate of 92.5 percent. The middle school program components studied included personnel, curricular practices and offerings, clubs and activities, athletics, and facilities. Results showed that the needs of children "caught in the middle" ("transescents") must be considered in relation to studies and activity programs, the services offered, and certain intangible or "hidden" program elements (social interactions, teachers's implied actions, and physical environment effects). Numerous grade organization patterns have proved successful. What works in one location may not succeed in another. Only the school community can decide the "best" grouping. Future research should focus on program effectiveness relative to "transescents'" needs and to goals established by the individual school. Policymakers should explore various alternative programs and practice modifications, regardless of the grade spans adopted. (Eight references) (MLH)

ED 315 911 EA 021 673

Buffie, Edward G.
The Principal and Leadership. Elementary Principal Series No. 1.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-444-8
PUB DATE- 89
NOTE- 27p.; For other documents in the series, see EA 021 674-678.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Beliefs; Educational Improvement; Elementary Education; *Instructional Leadership; *Leadership Qualities; *Principals; *Staff Orientation
IDENTIFIERS- *Beginning Principals
The first of six volumes in the "Elementary Principal Series," this booklet identifies three major components of the building administrator's role (as chief administrator, operations manager, and instructional leader) and concentrates on instructional leadership as the key to educational excellence. Research shows that principals spend most of their time on administrative or managerial tasks. Obstacles to exercising instructional leadership may be overcome by clarifying expectations regarding the knowledge, skills, and beliefs associated with this concept. Today's knowledge base is substantial, thanks to research on effective schools, effective teaching, school improvement, and effective business organizations. Essential instructional leadership skills include envisioning, communicating, developing trust, motivating others, decision-making, planning, and promoting collegiality. Equally important are leaders' belief systems, especially their self-concept and treatment of others. The effective principal blends knowledge, skills, and beliefs when working with teachers and parents to develop an educational philosophy that shapes decisions regarding the school's goals and objectives. The principal is also responsible for fostering a high quality staff development program, a positive school climate, and active community involvement. Principals' greatest leadership challenge will be dealing with a newly restructured teaching force with greater professional autonomy. (13 references) (MLH)

ED 315 982 EC 222 736

Taulbee, Dianne R.; And Others
Curriculum for the Special Education Early Childhood Center.
Jackson County Intermediate School District, MI.
PUB DATE- 88
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cooking Instruction; *Curriculum; Curriculum Development; Developmental Stages; *Disabilities; Early Childhood Education; *Early Intervention; Holidays; *Learning Activities; Models; Music Education; Play; Story Telling; Teaching Methods
IDENTIFIERS- Michigan (Jackson County)
This document presents Jackson County (Michigan) Intermediate School District's Special Education Early Childhood Center's 1988 curriculum. Sections focus on: (1) the center's program; (2) play observation; (3) eligibility; (4) classroom structure and function; (5) the importance of play; (6) developmental milestones; (7) planning and teaching strategies; and (8) four categories of activities (seasonal, cooking, special days, and music and storytelling). The early childhood program combines Piaget's theory of intellectual development, the High Scope curriculum model, and Mahoney and Powell's Transactional Intervention Program, a child-centered approach to developmental intervention that aims to increase the frequency of children's active engagement in interaction by enhancing the quality of teacher-student interactions. Teachers who implement the curriculum enhance the learning process by providing interest centers that contain a variety of stimulating materials and offer varied play opportunities. The materials used provide concrete experiences and are adaptable to a wide range of developmental levels. The teacher or facilitator develops an affective climate which is warm, caring, and accepting. (RH/DB).

ED 315 997 EC 230 001

Burg, Blanka
Gifted Children and Science Oriented Youth. Information Booklet.
Ministry of Education and Culture, Jerusalem (Israel).
PUB DATE- 89
NOTE- 37p.; Prepared by the Department for Gifted Children and Science Oriented Youth. Translated and edited by Michele Blum Sagir and Linda Futterman.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; College School Cooperation; *Educational Policy; Elementary Secondary Education; Enrichment Activities; Foreign Countries; *Gifted; *Science Education; *Special Programs
IDENTIFIERS- *Israel
The pamphlet presents the policy of Israel's Ministry of Education and Culture for education of gifted children and science-oriented youth, and highlights the range of programs available for these students. The administrative structure of the Ministry's Department for Gifted Children and Science Oriented Youth is briefly introduced, and the historical background of gifted education is reviewed. The pamphlet offers a description of the Department's role, definitions of giftedness, testing procedures, curriculum options, programs including enrichment programs, staffing, associations, and courses for Arab and Druze pupils. Also described are courses for science-oriented youth, offered in the following institutions of higher education for the enrichment and advancement of elementary/secondary students: Bar Ilan University, Ben Gurion University, Hebrew University of Jerusalem, Israel Institute of Technology, Tel Aviv University, Volcani Center of the Agricultural Research Authority, and the Weizmann Institute. Several other college, institute, and museum programs are briefly noted. (JDD)

ED 316 096 HE 023 209

Knecht, Paul S.
The Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 43p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- G008745545-89A
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Epistemology; Higher Education; *Learning Laboratories; Models; Preservice Teacher Education; Program Descriptions; *Science Instruction; *Scientific Literacy; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Elementary Teachers Moving Toward Scien Literacy; *Northern State University SD

The Children's Lab at Northern State University (South Dakota) is a science concept development laboratory for use by students in a physical science course for preservice elementary teachers. Its function is to develop science content knowledge in preservice elementary teachers, with the ultimate goal of developing science literacy in children. The theoretical and philosophical bases for the laboratory include (1) the idea that science can be understood only by tracing the history of ideas; (2) work on the structure of scientific knowledge; (3) knowledge of the nature of language and verification; (4) research on developing units of instruction; (5) study of the dynamics of learning and teaching; and (6) work on school science education. The British Museum of Natural History's Hall of Evolution, which traces concept development from simplest beginnings to ultimate implications, inspired this approach. The Children's Lab contains a number of units, each consisting of a series of learning stations at which elementary school teachers are trained to micro-teach about the development of a scientific principle. Students learn meaningful ideas and see how they originated, and are interrelated and applied. The program has been found to be effective, and has the potential for further development for special populations and classroom application. Appended are a discussion of the theoretical underpinnings of the Lab and data from a comparative study of two science curricula. 14 references. (MSE)

IR

ED 316 174 IR 014 076

Hummel, Thomas J.; Robinson, Judith A.
The Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Expert Systems; Instructional Design; Instructional Development; Labor Force Development; *Management Development; Postsecondary Education; Sales Workers; School Business Relationship; *Staff Development
IDENTIFIERS- University of Minnesota; Wilson Learning Corporation MN
In 1984, the University of Minnesota's College of Education and Wilson Learning Corporation created the Alliance for Learning to support a variety of research projects focused on developing new areas of knowledge about adult learning and new technologies for delivering training and education. This paper describes an Alliance project exploring the application of expert systems in the area of sales and sales management. The first part of the project involved the development of an expert system shell that would allow maximum flexibility and provide the capability to address a wide variety of individual performance issues. The second part involved developing a knowledge base derived from Wilson sales training materials and sales management subject matter experts. The outcome of the project was the development of an experimental expert system called "The Sales Coach." It is designed as a tool to allow sales managers to assess the individual needs of their sales staff and generate individualized development plans for improving performance. While the existing knowledge base represents generic Wilson sales training content, it is highly tailorable, allowing for complete customization. This document describes: (1) the research perspective that influenced the design of the shell and the knowledge base; (2) the method used to develop both; (3) the specific features of the resulting system; and (4) the significance of the system in the larger context of education and training in business and industry. Samples of computer screens from the expert system are included. (GL)

ED 316 203 IR 014 196

Knapp, Linda
ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 89
NOTE- 11p.; Apple Classrooms of Tomorrow Perspectives. For additional reports in this series, see IR 014 192-195.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; *Computer Networks; *Computer Software; *Cooperative Learning; Elementary Secondary Education; Individualized Instruction; Microcomputers; Multimedia Instruction; Student Projects
IDENTIFIERS- *Apple Classrooms of Tomorrow

The Apple Classrooms of Tomorrow (ACOT) research project provides classroom sites with equipment, ongoing support, and training, enabling educators to discover the potential of networked learning environments. ACOT networks link together technology from Apple IIe computers and Image Writer printers, to Macintosh II systems, synthesizers, laserdisc players, scanners, and LaserWriter printers. Curriculums include subjects from reading, writing, and arithmetic to trigonometry, and networked software ranges from drill and practice to word processing and curriculum management tools. Teaching approaches that utilize the network span from directing students to work through electronic workbooks, to coaching them as they create entire curriculum units. Three kinds of network-supported learning environments can be utilized: self-paced, project-based, and knowledge-building. The first two reflect the current activity of ACOT classrooms, while the third predicts future ACOT activities. Two current research and development projects are described which demonstrate the use and value of electronic networks for building knowledge in a collaborative environment. (GL)

ED 316 218 IR 014 217

Sutton, Rosemary
Equity Issues in Educational Computer Use.
PUB DATE- Sep 89
NOTE- 26p.; Paper presented at the New Zealand Computers in Education Society (New Plymouth, New Zealand, September 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Microcomputers; Minority Groups; Sex Differences; Socioeconomic Status; Student Attitudes
This paper focuses on gender, ethnic, and social class differences in attitudes toward computers, access to computers, and use of computers in educational settings. Background on equity concerns in the late 1980s is provided, and reasons why this is currently considered an important issue are discussed. Recent data on differences in access and type of use for children of different ethnic origins, social class backgrounds, and gender are presented. Research on the consequences of these inequities is also considered. The following intervention programs and strategies that educators can use to alleviate inequities in educational computer use are summarized: (1) awareness of equity issues; (2) equitable access and distribution of resources among schools, within schools, and within classrooms; (3) monitoring of the type of computer use of different groups; (4) selection of unbiased classroom materials; (5) use of minority and role model panels; (6) cooperative learning environments; and (7) use of the Logo programing language. (52 references) (MES)

ED 316 248 IR 053 103

SLA Triennial Salary Survey, 1989.
Special Libraries Association, Washington, DC.
REPORT NO.- ISBN-0-87111-337-6
PUB DATE- 89
NOTE- 76p.
AVAILABLE FROM- Special Libraries Association, 1700 Eighteenth St., NW, Washington, DC 20009 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Scientists; Librarians; Library Associations; *Library Statistics; *Library Surveys; *Salaries; *Special Libraries; Tables (Data)

The objectives of the 8th triennial salary survey of Special Library Association (SLA) members were to: (1) obtain systematic accurate information about the salaries of special librarians and information personnel; (2) establish a data bank from which inquiries about salaries can be answered for members of the SLA, persons engaged in personnel and recruitment activities, and persons planning special library careers; and (3) enable SLA members to assess their own salaries in view of the numerous variables. The reported salary means and medians represent respondents employed on a full-time basis or those whose academic year basis could be converted to a calendar year equivalent. Data are reported for the 25th, 50th, and 75th percentiles where the 50th percentile is the median; the average of the lowest and highest 10 percent are also included. The 27 tables display data on salary by sex; census division; metropolitan areas; types of institutions; primary responsibilities; supervisory responsibilities; academic background and previous experience; minority groups; and age. (SD)

ED 316 261 IR 053 124

Feinberg, Richard; And Others
Library Skills for Research in American Politics. A Workbook for POL 121.
State Univ. of New York, Stony Brook. Library.
PUB DATE- 89
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classification; College Libraries; Government Publications; Higher Education; Indexes; *Information Sources; Information Technology; *Library Instruction; *Library Skills; Online Searching; *Reference Materials; *Research Tools; Student Research; Workbooks
IDENTIFIERS- Legal Information
Intended to familiarize students with the Melville Library at the State University of New York at Stony Brook and provide guidelines for conducting research in American politics, this workbook is divided into 10 chapters: (1) The Author-Title Catalog; (2) How To Find Books on Your Topic Using the Subject Catalog; (3) General Periodical Literature; (4) Finding Scholarly Journal Articles; (5) Newspapers; (6) Reference Books for Current Awareness; (7) Government Documents; (8) Sources of Statistics; (9) Public Opinion Surveys; and (10) Computerized Information Retrieval. Each chapter is accompanied by review questions and questions that might appear on a practicum examination. (SD)

ED 315 968 EC 222 721

Renfroe, William; And Others
First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Dec 88
NOTE- 157p.; For related documents, see ED 274 764 and EC 222 720.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Daily Living Skills; Educational Needs; *Education Work Relationship; Employment Level; Followup Studies; Graduate Surveys; High Schools; Individualized Programs; *Learning Disabilities; Longitudinal Studies; *Mild Mental Retardation; *Moderate Mental Retardation; *Postsecondary Education; Quality of Life
This is the first follow-up report of a 5-year longitudinal study which examined whether training provided handicapped students in Los Angeles high schools adequately prepares them for the world of work and independent living. Subjects were 253 handicapped (mostly learning disabled (LD), educable retarded (ER), or trainable (TMR) mentally retarded) young adults graduating from high school in 1986. Findings concerning high school preparation included that 87% of males and 52% of females had taken vocational education classes. Among findings concerning postgraduate school activities were that over half of the LD graduates had taken at least one course in a community college or technical school. Findings concerning employment included that graduates' plans for employment were fairly consistent with their actual activities and that most TMR and ER graduates are unemployed and not seeking employment. Among findings concerning independence were that almost all graduates still live in the homes of their parents or guardians and that LD and ER graduates are satisfied with their current lives. Implications for educational practice include the need to reexamine independent living courses and to institute a transitional program for each graduating student with disabilities. The appendixes include tables and the special education post-high-school activity survey. (DB)

ED 316 012 EC 230 018

Buskey, Janet; And Others
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-175-1
PUB DATE- Feb 87
NOTE- 153p.; For related documents, see EC 230 016-020.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Business; *Disabilities; Employers; *Employment Potential; Industry; *Job Placement; *Older Adults; *On the Job Training; *Supported Employment; Training Methods; Vocational Rehabilitation; Workshops
Intended for use with supported employment job coaches and job developers as well as business and industry personnel, the training module is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. This module explains the systematic process needed to successfully employ people with special needs. It is intended to allow businesses, industries, and employing agencies to work cooperatively to design training and employment programs that meet the needs of the individuals with special needs, employers, and rehabilitation personnel. An introduction explains how to use the module, providing information on desired competency of participants in the training sessions, target audience, instructional objectives, materials needed, instructions for trainers, and a choice of instructional sequences for the eight training sessions. Chapters have the following titles: "Setting a Career Goal"; "Functional Job Analysis"; "Assessing the Individual"; "Making a Successful Job Match"; "Adapting the Workplace"; "Specific Training Strategies for Integrated, Supported Workplaces"; "Effective Training Techniques"; and "Social Competence and Job Performance." About 100 references. (DB)

ED 316 027 FL 018 334

McKenzie, Marcie
Ideabook for Teachers of English as a Second Language in Adult Basic Education.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Class Activities; Classroom Techniques; *English (Second Language); *Instructional Materials; Lesson Plans; Needs Assessment; Questionnaires; Records (Forms); Student Motivation; Student Placement
This guide is an ideabook for teachers of English as a Second Language (ESL) to adult students. The first three sections list, respectively, specific instructional techniques and class activities, suggested materials, and questions submitted by adult basic education instructors and answers to the questions. Appended materials, which constitute the bulk of the guide, include: a sample course fact sheet to be distributed to students at the outset of the course; a student questionnaire concerning student motivation, abilities, and needs; an ESL placement instrument; a sample lesson plan; a blank lesson plan form; a sample teacher-written story containing students' names; and sample activities and exercises for students. (MSE)

ED 316 042 FL 018 357

Minaya-Rowe, Liliana
A Comparison of Bilingual Education Policies and Practices in Peru and the United States.
PUB DATE- 88
NOTE- 18p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Comparative Education; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Role; *Program Implementation; Public Policy
IDENTIFIERS- *Peru; *United States
This comparison of the development of bilingual education policies and practices presents the legal framework of Peruvian and American policies, the processes of their establishment, and bilingual program implementation. The sociocultural and historical circumstances out of which the policies grew and which the bilingual programs reflect are also examined. The document includes a historical review of how the languages and their speakers produced the situations to which policies and practices now respond. Long-range implications for the linguistic state of the societies and the degree of mutual versus unidirectional influences of the languages are outlined. It is concluded that while the aim of the language policies and practices in both countries is the social integration of members of ethnic groups heretofore at least partially socially disenfranchised, the differences between the countries, growing from attitudes toward bilingualism and monolingualism in the socially dominant group, reveal what each society feels is required to achieve integration. (MSE)

ED 316 058 FL 800 035

Clymer, Carol
Literacy Education Action.
PUB DATE- 8 Mar 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Educational Television; English (Second Language); *Literacy Education; Networks; *Outreach Programs; Program Descriptions; Program Development; Second Language Instruction; Small Group Instruction; Spanish Speaking; *Tutoring; Two Year Colleges; Vocational Education; *Volunteer Training
IDENTIFIERS- *El Paso Community College TX; *Literacy Education Action
The Literacy Education Action (LEA) program was established in the fall of 1985 under the initiative of the president of the El Paso Community College (Texas). During 1985 and 1986, LEA concentrated on developing its own literacy tutoring program, including recruiting and training volunteers and community members with reading skills below the sixth grade level. Using a language experience approach, assistance was provided for native English-speakers, Spanish-speakers, and bilingual individuals. In fall 1986, LEA opened a literacy center on the Rio Grande campus of El Paso Community College, and drop-in tutoring, computer-assisted instruction and small group instruction were added to the program. Program staff, offerings, and support were expanded with grant funding. Since 1986, LEA has developed a network of community literacy groups and provided support to other groups involved in literacy activities, assisting with fund raising from public and private sources and with leadership in establishing English as a Second Language and family literacy classes, a computerized referral program, and community literacy awareness activities. In October 1987, the state funded a program of live interactive televised instruction. Prevocational and worksite literacy programs emerged through this program and the involvement of the Levi Strauss company. In 1988, efforts focused on improving and expanding the volunteer tutoring program, open-entry/open-exit vocational courses, development of an instructional model for teaching literacy to vocational students, and short-term job training for individuals with learning disabilities. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 083 HE 023 125

Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.
State Univ. of New York, Geneseo. Office of Institutional Research.
PUB DATE- Oct 89
NOTE- 639p.; For related volumes, see HE 023 126-127.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Demography; *Enrollment Trends; Geographic Regions; Higher Education; *Place of Residence; State Surveys; *Student Characteristics
IDENTIFIERS- New York; *State University of New York

The first in a three-volume set on the geographic origins of students attending institutions of the State University of New York during the fall 1988 term includes three distinct types of summaries and uses the individual institution as the unit of analysis. It includes all credit course students and all institutions of the State University system. Part I presents summary tables for the distribution of all credit course students by load, level, and residency and includes various relative distance measures for New York State residents. A second report in Part I displays the origins of new (first-time and transfer) undergraduate students. The tables in Part II display each institution's enrollment by level, load, history, and permanent residence. In addition, it offers various tables which summarize the total State University system as well as the institutions by type. An appendix offers tables on region and contiguous counties. A list of publications by the Central Staff Office of Institutional Research is provided. (SM)

ED 316 109 HE 023 222

Barclay, Ralph
Lifestyle Improvement Program for Seniors.
American Association of State Colleges and Universities, Washington, D.C.; Wayne State Coll., Neb.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Cardiovascular System; Gerontology; *Health Promotion; Higher Education; Interpersonal Relationship; *Life Style; Models; *Older Adults; Physical Activities; Physical Fitness; Program Descriptions; *Quality of Life; Rehabilitation Programs; Research; *Social Life; State Colleges; Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Lifestyle Improvement Program for Seniors; *Wayne State College NE
The Wayne State College Lifestyle Improvement Program for Seniors, based on the wellness concept, is designed to facilitate social interaction and health through physical activities. It is adaptable to a variety of individual needs and preferences, including exercises for cardiac rehabilitation patients. Any person over 50 can participate at no expense other than that of a physical examination. Most participants are retired individuals in the community. Participants are encouraged to investigate physical activities they enjoy, with the only requirement being that all participate in balance and flexibility exercises daily, which promotes physical well-being, confidence, and motivation. Periodically, mini-lectures are given on topics such as osteoporosis, nutrition, and target heart rate. Each participant is encouraged to work at his own level, based on target heart rate. Program goals include: (1) lifestyle improvement for community members over 50; (2) research on lifestyle improvement activities; (3) provision of continuing education and training programs for wellness teachers; (4) provision of testing and prescription in such areas as body composition, pulmonary function, cardiac risk, cardiovascular evaluation, nutrition, and flexibility; and (5) provision of a regime of progressive activity and exercise for those recovering from strokes and heart attacks. (MSE)

ED 316 122 HE 023 235

Black, Janet
Clinical Training Grant for the Development of Minority and Disedvantaged Students.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Long Beach.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 89
NOTE- 22p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- MH-18626-01/02/03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Chronic Illness; College Students; *Field Experience Programs; Higher Education; Masters Programs; *Mental Disorders; *Mental Health; *Minority Groups; Models; Professional Education; Program Descriptions; *Social Workers; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Long Beach; Clinical Training Grant Devel Minority Disadv Stud

The clinical training program was designed to train minority Master's-level social work students to work with the chronically mentally ill. Specialized training centers were developed through collaborative relationships with three community-based agencies serving predominantly minority populations. The interagency relationships established for the program in turn resulted in enhanced linkages between ethnic communities and an enhanced curriculum. During the 3-year grant period, the 13 participating students received stipends and tuition awards while completing an educationally-focused field work placement at one of the participating agencies. Four part-time grant faculty with expertise in mental health services and services to ethnic minorities provided classroom instruction, supervised students in field placements, and participated in curriculum development. Field instructors, and social workers employed at participating agencies, were instrumental in developing and supervising the agency learning experience. (Author/MSE)

ED 316 134 HE 023 247

Moseley, Merritt; Obergfell, Sandra
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Chapel Hill.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- EM-20177-87
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Faculty Development; Higher Education; *Humanities Instruction; *Interdisciplinary Approach; Internship Programs; Models; Program Descriptions; Program Development; Seminars; State Universities; *Teacher Exchange Programs; Team Teaching
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Fostering Coherence in Univ Wide Humanities Prog; *University of North Carolina Asheville
The goal of this year-long project was to foster coherence throughout the humanities program, an interdisciplinary, team-taught sequence of four required undergraduate courses. The humanities program has no faculty of its own, but draws instructors from existing departments throughout the university. Growth of the program has brought diversification of participating faculty. The project sought to increase program coherence by increasing faculty understanding of the program as a whole and the individual courses in it, by increasing unity and community among the staff, and by preparing staff better for their teaching assignments through (1) a year-long faculty development seminar in the humanities and (2) semester-long faculty internships in humanities courses the faculty members had not previously taught. Funding from the National Endowment for the Humanities allowed faculty reassignment to the internship and seminar, permitted payments to seminar leaders, and purchased reading material for the seminar. A total of 37 faculty members from 17 departments participated in the faculty development seminar, and 20 faculty from 12 departments interned in 1 of the 4 humanities courses. There was some overlap between these groups. (Author/MSE)

ED 316 189 IR 014 176

Foster, John F.
Classroom Change (Three Papers).
PUB DATE- Mar 88
NOTE- 13p.; Three papers presented at a Meeting of the International Council on Computers in Education (Edinburgh, Scotland, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Foreign Countries; Microcomputers; *National Programs; Teacher Attitudes
IDENTIFIERS- *Great Britain
The first paper, "Pupils--Panaceas and Pragmatism," provides background on computer-assisted instruction and national programs in Great Britain for introducing computers into the schools. The second paper (untitled) looks at the status of computers in education in Great Britain, the effects of the national curriculum on computer use, and some of the activities undertaken as part of a 5-year national program highlighting the uses of instructional technology in the curriculum. In examining problems and strategies related to the integration of the computer into the learning process, the third paper, "Provoking, Supporting, and Sustaining Classroom Change," focuses on the role of advisory teachers, i.e., teachers with curriculum expertise and training in instructional technology. (MES)

ED 316 274 JC 900 133

Yaklin, Bernard P.
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
California Univ., Davis.
PUB DATE- Feb 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Graduates; *College Transfer Students; Community Colleges; *Enrollment Trends; Females; Higher Education; Males; Minority Groups; Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *California
Between fall 1976 and spring 1989, over 21,000 transfer students entered the University of California at Davis (UCD). Transfers included all students who entered the university with sophomore standing, who entered with advanced standing or whose source school was not a high school. Selected data on these students included the following: (1) during the 13-year period, 37% of UC's new undergraduates were transfers, though the proportion of transfers fell from half to less than one-third of the new undergraduates; (2) the proportion of non-white transfers doubled from 14% in 1976-77 to 31% in 1988-89; (3) among new undergraduates, 36% of the women and 39% of the men were transfers; (4) 64% transferred as juniors and about 28% transferred as sophomores between 1976-1989; (5) 62% of all students and 66% of non-white students transferring from fall 1980 through spring 1989 came from community colleges; (6) among transfers who enrolled from fall 1976 through spring 1986, 71% earned degrees; (7) 71% of the students who transferred to UCD between fall 1976 and spring 1986 graduated, and over one-half of non-white transfer students eventually graduated from UCD; and (8) among students transferring as juniors, 76% graduated from UCD, a substantially higher rate than those of freshman (50%) and sophomore (66%) transfers. (JMC)

ED 315 925 EC 222 028

Russell, Susan Jo; And Others
Beyond Drill and Practice: Expanding the Computer Mainstream.
Council for Exceptional Children, Reston, Va.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-86586-190-0
PUB DATE- 89
NOTE- 130p.
GRANT- G008430071
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($18.00, $14.40 members; stock no. P333).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Critical Thinking; *Disabilities; Elementary Secondary Education; Learning Strategies; Mathematics Instruction; Problem Solving; Reading Instruction; *Skill Development; Special Education; Teacher Student Relationship; *Teaching Methods; Word Processing
This book describes the practice of using learner-centered software in special education. Following an introductory chapter, Chapter 2 provides a discussion of software that goes beyond drill and practice and at the same time fits easily into the existing subject areas of reading/language arts and mathematics. Chapters 3 and 4 discuss using word processing software to teach writing and using software to develop problem-solving and critical thinking skills. Numerous illustrations of effective ways that teachers have used the software are included. In Chapter 5, the topic of using software to help students learn how to be better learners is addressed. Chapters 6 and 7 deal with the interaction between student, learning environment, and software--all of which is facilitated by the teacher. Chapter 6 focuses on the multiple roles of the teacher as introducer, technical advisor, arranger, visitor, silent partner, booster, mentor, and learner. The final section of Chapter 7 lists alphabetically all software identified in the book, with publisher, address, and computer type. (JDD)

ED 315 939 EC 222 051

Carlisle, Lynn
Interagency Collaboration: The Parents' Role.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 43p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Elementary Secondary Education; *Parent Education; *Parent Participation; Parent Rights; Parent Role

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on the role of parents in interagency collaboration. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the concept of interagency collaboration, (2) identify the key components of interagency collaboration, (3) examine the barriers to and benefits of interagency collaboration, (4) explore the role of parents in interagency collaboration, and (5) recognize and evaluate successful interagency collaboration strategies. A bibliography identifies three books, magazines, or other resources. (DB)

ED 315 954 EC 222 705

Price, Lynda; Aune, Betty
The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 31p.; For original bibliography, see ED 280 224; for second supplement, see EC 222 706.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Delivery Systems; Developmental Stages; *Education Work Relationship; *Learning Disabilities; Postsecondary Education; Secondary Education; Student Needs; *Transitional Programs
The supplement to a previous bibliography lists 39 references concerned with the transition of learning-disabled (LD) students from secondary to postsecondary and work settings. An introduction provides a review of current issues and identifies five assumptions in the literature: (1) the transition process does exist; (2) transition is an important phase in the lives of learning-disabled individuals; (3) support is necessary during this process; (4) learning-disabled adolescents and adults will probably continue to need services throughout their lives; and (5) there are a variety of transition ideologies expressed in the literature. Eight critical questions are identified, including who should be responsible for service delivery and how transition services should be funded. Citations, dated from 1977 through 1987, are listed alphabetically by author, have extensive abstracts as well as availability information, and are coded as to whether they focus on: secondary services/LD adolescents, postsecondary services/LD adults, vocational or job-related skill development, or various other issues and theories dealing with transition. Considered in greater depth are citations considered germane to the LD Transition Project. Appendixes list a variety of related materials and their sources. (DB)

ED 316 071 HE 022 958

Hunter, Walter E., Comp.; And Others
Some Propositions about Teaching and Learning.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Faculty; *College Instruction; Educational Principles; *Faculty Development; Graduate Students; Higher Education; *Learning Strategies; *Student Development
Various propositions on college teaching and learning, established by the professor and graduate students in a course at the University of Florida, are presented. The importance of both the professional discipline and teaching components is stressed. The propositions are intended for graduate students to use as a resource of basic information about the teaching-learning process. For each proposition there is a brief note and a reference to a bibliographic citation. Propositions are organized into the following groups and subgroups: General Assumptions (every person is different, basic tasks of education, true education is to love knowledge, natural potential for learning); College Instructors (academic culture, culture ignores teaching strategies, student adaptation, teachers teach as taught, teacher enthusiasm, challenge for instructors, and developmental stages of instructors); Students (students face many concurrent challenges, developing cognitive complexity, conditioning to fail, and intellectual growth); What Do We Know about Learning? (intellectual challenges, motivation instinct to mastery, novelty of reward, self-learning, effect of teachers on learning, students achieve at the expected level, small groups enhance learning, perseverance and success, mastery with time, best time for learning, and knowing key resources); and What Do We Know about Teaching? (the task of teaching, cooperation not competition, communicate objectives, objectives versus measures, varying instructional methods, myth of the normal curve, one level at a time, rethinking lectures, discussion alternate, and when students learn best). Contains 21 references. (SM)

ED 316 146 HE 023 259

Dunn, Margaret E.
The Classroom Management & Discipline Program.
American Association of State Colleges and Universities, Washington, D.C.; Southwest Texas State Univ., San Marcos. School of Education.
SPONS. AGENCY- Texas Governor's Office, Austin. Criminal Justice Div.
PUB DATE- 90
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- JA-88-E01-2402
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Delinquency Prevention; Demonstration Programs; *Discipline; Dropout Prevention; Drug Use; Higher Education; Models; Program Descriptions; School Community Relationship; *School Districts; School Safety; State Programs; State Universities; Summer Programs; *Suspension; Team Training; Truancy
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Classroom Management and Discipline Program; *Southwest Texas State University

The Classroom Management and Discipline Program, initiated to assist Texas school districts in improving school discipline and dropout prevention, is a statewide university/school/community partnership. Program goals are to: provide training and technical assistance to help districts maintain and improve discipline; reduce dropout rates, school disruptions, truancy, drug use, and school crime; develop alternatives to school suspensions; and implement programs that enhance the overall learning environment, provide leadership and resources for improved school discipline and academic achievement, and facilitate university/school/community networking. During the summer the program sponsors four intensive, week-long training courses for school teams from either a school district or single campus. The training is action-oriented, with each team developing a plan to improve school discipline or provide alternatives to out-of-school removal. The training's focus is on effective classroom management techniques and strategies to reduce disciplinary problems. Followup technical assistance is available to districts that send teams for training. (Author/MSE)

ED 316 160 HE 023 285

The Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Career Awareness; Career Choice; College Graduates; College Students; Graduate Surveys; Higher Education; Longitudinal Studies; Minority Groups; *Occupational Aspiration; *School Holding Power; Self Concept; Student Attrition; *Student Characteristics; Student Motivation; Undergraduate Students
IDENTIFIERS- *University of Maryland College Park

Data from the Maryland Longitudinal Study following 772 individuals who entered the University of Maryland College Park (UMCP) in 1980 were further analyzed to identify characteristics of students who complete the degree program within 5 years and have developed a vocational identity. Subjects were initially identified as either in the Representative Group (reflecting the actual analysis of results of a graduate survey ethnic diversity at UMCP) or Black Group. Graduates were further classified into one of four subgroups based on the level of their vocational identity at the end of the freshman and the fourth year (vocationally underdeveloped, vocationally developing, vocationally clear, and vocationally regressive). Characteristics (e.g., family status, aptitude test scores, high school class rank, emotional adjustment, and employment) of each of these subgroups are delineated. Among findings were that: there is a noticeable difference between the representative and black group in the proportion of students with a low initial vocational identity who still decided on an academic major while in high school; and there appears to be a relationship between low vocational identity and a low degree of investment in the undergraduate experience. Appendices provide: normative data for the vocational identity measure and data by subgroup. Figures are included. Contains 3 references. (SM)

ED 316 235 IR 053 085

Library Services and Construction Act Amendments of 1989.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- 101-237
PUB DATE- 12 Sep 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Legislation; Library Administration; Library Automation; *Library Planning; *Library Services; Position Papers; Preservation; Program Evaluation; Statewide Planning; *Technological Advancement; Users (Information)
IDENTIFIERS- Congress 101st; *Library Services and Construction Act

This report is designed to accompany House of Representatives Bill (H.R.) 2742, which amends and reauthorizes the Library Services and Construction Act (LSCA) through 1994. In discussing the background of the bill and the need for the legislation, it is noted that, since recommendations from the 1991 White House Conference on Library and Information Services will be considered when the LSCA is reauthorized again in 1994, the House Committee on Education and Labor refrained from making significant modifications to the LSCA at this time. Explanations of the various provisions of the bill note that it does update the act to meet some of the current needs of libraries. For example, Title II is expanded to provide for the acquisition of equipment for technological enhancement; Title III is modified to permit state library administration agencies to use up to 40% of their funds on preservation efforts; a new Title VII was added to reconfirm the authority of the Department of Education to assess and evaluate LSCA programs and $500,000 was authorized to support this activity; and a new Title VIII provides for the establishment of a Family Living Center in each state to encourage libraries to provide family oriented services and promote lifelong learning and family involvement in education. The sums authorized for each of the eight Titles are listed, and Congressional Budget Office cost estimates for LSCA funding for the years 1990 through 1994 are presented. Section by section analyses of the bill conclude the report. (SD)

ED 315 898 EA 021 652

Textbook Selection: A Master of Local Choice. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; Elementary Secondary Education; *Textbook Content; *Textbook Selection; *Textbook Standards
IDENTIFIERS- *New York

Textbooks have come under a barrage of criticism ranging from overall textbook quality to changing costs. Litigation in the federal courts has challenged textbook content. New York State school boards need to examine the issues in the textbook problem. This paper explains New York State's textbook selection process, which is based on local control; compares it with other states; and shows why New York State should retain local choice. Factors that influence publishers are explored, as are reasons for including values and character education in textbooks. It is maintained that local boards should decide how to incorporate character education into their curricula. The importance of developing selection policies is emphasized, and suggestions for designing such policies are offered. Finally, the paper addresses the role of parents in the process, offering advice on how to involve them. The appendixes include a checklist of criteria, a sample textbook selection and adoption policy, and a simple policy for dealing with public complaints about curricula or instructional material. (31 references) (SI)

ED 315 983 EC 222 737

Wheeler, Nedra
A Motivational Behavioral Approach to Violence in School.
PUB DATE- Sep 89
NOTE- 14p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aggression; Attitude Change; *Behavior Change; *Behavior Problems; *Discipline; Discipline Policy; Elementary Secondary Education; Student Behavior; Student Motivation; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Role; *Violence

A combination of behavioral and motivational theory is proposed to deal with the problem of violence in schools. Characteristics of persons effective in dealing with violent or aggressive students include intelligence, positive attitudes toward students, and high expectations for students. Other personal qualities that are related in general to effective interpersonal relationships and to successful teaching include cognitive flexibility; the ability to accommodate values, insights, feelings, and perceptions different from one's own; and the ability to experience and interact comfortably with others who are different. Teachers with these qualities can restructure student behavior through discipline. The motivational behavioral approach emphasizes guidance without domination and freedom without laxity. It stresses understanding the underlying causes of disruptive behavior and its possible precipitators, and recommends the development of a large repertoire of interventions. A list of guidelines for establishing discipline standards is provided. Contains 15 references. (JDD)

ED 315 998 EC 230 004

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
New York State Education Dept., Albany.
PUB DATE- Mar 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Disabilities; *Educational Policy; *Educational Practices; Elementary Secondary Education; *State Legislation; *State Standards
IDENTIFIERS- *New York

Presented are the amendments to Part 200 of the regulations of New York's Commissioner of Education, adopted by the Board of Regents between February 27, 1987 and March 1, 1989. The amendments deal with: (1) the provision of consultant teacher services; (2) participation in Individualized Education Program planning conferences; (3) special education space requirements plans, and the roles of the boards of cooperative educational services and the commissioner in developing and approving the plans; (4) notification to parents and students of the end of entitlement to receive tuition-free educational services; (5) procedures for obtaining adult services; (6) due process hearings; (7) appointment of blind, deaf, and severely physically handicapped pupils to state-operated and state-supported schools; (8) notice of closing of approved private schools; and (9) state assistance for transportation of pupils with handicapping conditions. (JDD)

ED 316 028 FL 018 340

Belcher, Diane D.
Is There an Audience in the Advanced EAP Composition Class?
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Courses; *Audience Response; *English (Second Language); *English for Academic Purposes; Higher Education; *Peer Evaluation; Questionnaires; *Teacher Response; Teacher Role; *Writing (Composition)
The composition teacher's role in responding to students papers is especially problematic when students are advanced English-as-a-Second-Language students at the graduate level. With limited knowledge of a student's field of study, the teacher can not simulate the audience the student needs to address. While evaluation by peers in the same field seems feasible, experience suggests little constructive criticism may result. Teachers of English for Academic Purposes (EAP) should not hesitate to assign papers on intellectually engaging topics. As experienced readers of academic prose, teachers can represent the academic interpretive community. However, while composition teachers may assist in understanding many conventions of academic texts, much content will be beyond their expertise. In this case, teachers should attempt to teach their students to act as peer reviewers and consult them as needed. Student-informed teacher response may create more realistic audiences in EAP classes and also enable teachers to teach what they know best, composing strategies, in contexts that are relevant to the needs and interests of advanced students. Appended materials include a questionnaire used in surveying content-area faculty about EAP compositions, peer review forms, and two sample student essays. (Author/MSE)

ED 316 043 FL 018 358

Miramontes, Ofelia; And Others
A Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
PUB DATE- 88
NOTE- 9p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988 (ED 309 002).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Bilingual Education; Educational Needs; Elementary Secondary Education; English (Second Language); Higher Education; *Inservice Teacher Education; Language Teachers; Limited English Speaking; Minority Groups; *Rural Areas; *Special Education; Special Education Teachers; Surveys; *Teacher Attitudes

The issue of special education services for culturally and linguistically diverse (CLD) students is generally discussed in relation to geographic areas with large minority populations. However, CLD students in less populated areas are also in need of special services. This study reports on a survey that was conducted to determine the perceptions of 533 administrators, special educators, and bilingual/English-as-a-Second-Language teachers of the need for additional training of the special needs of CLD students. Respondents were asked to rate the degree of need for inservice training in four categories: identification and assessment, program planning and curriculum, school/community relations, and other. Results show that although groups differed in their perceptions, the need for additional training in this area is apparent. The needs were perceived most intensely by those charged directly with providing services to CLD students. (MSE)

ED 316 204 IR 014 198

Nielsen, Janni
"I Trusted the Measurements More Than My Foot"--Said the Man.
PUB DATE- 86
NOTE- 23p.; Paper presented at a Conference entitled "Information Technology and Education: The Developing Perspective" (Plovdiv, Bulgaria, October 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Computers; *Concept Formation; Educational Philosophy; *Epistemology; *Information Science; *Sex Differences
The general aim of education is seen as creating possibilities for gaining experiences and acquiring knowledge, hence development of cognition. The knowledge ideal in education is understood within the frames of the historically produced scientific ideal, which also indicates the road by which knowledge may be obtained. This historical production may be characterized by a growing polarization in feminine/masculine, where the qualifications ascribed to the feminine ideal become devalued and repressed, whereas those ascribed to the masculine become ennobled as the road to knowledge. It is in the relation to this that the computer--the embodiment of the masculine ideal--as a tool in informatics is comprehended. It is argued that in order to ensure the development of knowledge, the feminine universe of interpretation is a necessary complementary approach. The point of departure for this shift is a greater emphasis on the uniquely human modes of cognition: the sensorimotor, the emotive, and the symbolic. Informatics--and education as a whole--should be founded in the relation between the two roads to knowledge. (29 references) (GL)

ED 316 219 IR 014 219

Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
Transvaal Education Dept., Pretoria (South Africa).
PUB DATE- 89
NOTE- 213p.; Light type throughout.
LANGUAGE- English; Afrikaans
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Learning Resources Centers; Library Administration; Library Collection Development; Library Services; *Media Specialists; *Policy Formation
IDENTIFIERS- South Africa (Transvaal)

This information guide is intended to assist principals and members of media committees in implementing the media policy of the Transvaal Education Department, this information guide was designed to be used in conjunction with the chapter on the education media service in the Manual for General School Organization (1986). Chapter 1 outlines departmental policy on media centers and media use and chapter 2 delineates the components of professional management of the media center, explains the composition and function of the media committee, and provides a sample school media policy. Titles of the remaining chapters are: (3) Planning for the Functioning of the Media Centre; (4) Planning for the Provision of Media Services; and (5) Planning for Media Use. Sample forms are given in the text to illustrate the stages of the planning process; the planning of work programs to achieve particular objectives; evaluation criteria for various educational media including print and audiovisual formats; and a method of curriculum-based collection analysis. The importance of teamwork for successful program implementation is emphasized throughout. Blank forms and an index are provided, and the entire text is duplicated in Afrikaans. (NRP)

ED 316 249 IR 053 104

Reinhold, Fran
Use of Local Area Networks in Schools. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-11
PUB DATE- Dec 89
NOTE- 4p.; Condensed version of an article "Educators Explore the Lay of LAN," that appeared in Electronic Learning, 8(5), March 1989.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Futures (of Society); *Local Area Networks; Microcomputers; Program Descriptions; Purchasing; *School Districts; Telecommunications
IDENTIFIERS- ERIC Digests

The current status and apparent trends of local area networks (LANs) in school districts are explored in this short report. Results of a 1987-88 Quality Education Data survey are cited, indicating that 64% of 173 of the largest school districts in the country were already networking and 36% intended to be networking by 1990. The advantages of networks are briefly summarized, and a description of how LANs work is provided. Availability of network software in the recent past and at present is discussed, as is the response of software publishers to the increased demand for network software. Two case studies are presented. The first profiles the Island Park School District in New York, where three LAN laboratories are used for: (1) teaching basic skills to kindergarten through third grade pupils; (2) instructing fourth through eighth grade students in skills reinforcement and word processing; and (3) offering creative applications in the library. The second case study reports on progress made in the 28,000-student Plano Texas School District, whose goal is to have a network that will channel everything a student does into one core electronic gradebook by 1992. Eight tips for buying a LAN are listed, together with six sources to consult for further information. (SD)

ED 316 262 IR 053 129

Simon, H.-R.; Meis, Nicola
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
Gesellschaft fur Mathematik und Datenverarbeitung MBH, Frankfurt/Main (West Germany).
PUB DATE- Sep 89
NOTE- 44p.; Citations are primarily in English.
LANGUAGE- English; German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conference Proceedings; Foreign Countries; Higher Education; Indexes; *Information Science; Library Automation; *Library Education; Library Research; Professional Continuing Education; Professional Training; *Research Reports; Technological Advancement
IDENTIFIERS- China; Hong Kong; Singapore; Taiwan
This selective bibliography lists 66 items published from 1980 until 1989 on education, training, and continuing education in library and information science and documentation in the Chinese-speaking countries, i.e., the People's Republic of China, Taiwan, Hong Kong, and Singapore. The document is divided into 10 sections: (1) a preface (in German); (2) an abstract (in English); (3) sources consulted to compile this bibliography, i.e., the ERIC and the INFODATA databases and three printed information bulletins--"Informatics Abstracts," "Information Science Abstracts," and "Library and Information Science Abstracts"; (4) the bibliographic entries, which include the author's name; title and subtitle; conference from which the publication resulted (if applicable); and other bibliographic information; (5) an index of authors and editors; (6) an index of keywords from the titles; (7) an index of serials; (8) an institution index; (9) an index for presentations from three conferences; and (10) a list of 37 German and English abbreviations used in the bibliography. Five of the items listed are in German; the remainder are in English. (SD)

ED 315 912 EA 021 674

Webster, William E.
The New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-439-1
PUB DATE- 89
NOTE- 33p.; For other documents in the series, see EA 021 673-678.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *Administrator Responsibility; *Community Relations; Elementary Education; *Principals; *Staff Orientation
IDENTIFIERS- *Beginning Principals; *School Culture
The second of six volumes in the "Elementary Principal Series," this booklet presents a framework to help beginning principals learn about their schools and the communities they serve. Principals should begin by reviewing key school documents, meeting with office staff, touring the physical plant, and getting to know the teaching staff through informal interviews and class visits. Principals must make a special effort to know new and itinerant teachers, aides and volunteers, substitutes, and other staff. Knowing students is central to understanding a school's social system. Principals must also become familiar with evaluation and monitoring systems governing staff, curriculum and instruction, the school testing program, special programs, class assignments, discipline, faculty meetings, parent conferences, supply distribution procedures, major school activities, money-handling methods, and policies concerning emergencies and special drills. Learning about the total school system involves understanding the district's formal organizational structure, district goals and objectives, and performance evaluation criteria; attending central office and board meetings; handling visiting VIPs; and managing personnel, the teacher union contract, and teacher evaluation and dismissal. Other administrative responsibilities are outlined, along with ways to learn about, and communicate with, the community. Finally, a well-organized work plan and timetable for learning about school and community are presented. (MLH)

ED 316 013 EC 230 019

Bergeron, Theodore; Faison, Karen
Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-176-X
PUB DATE- Feb 87
NOTE- 23p.; For related documents, see EC 230 016-020. Portions of the document have small print.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Business; Definitions; *Disabilities; Employers; Employment Potential; *Human Relations; Industry; *Older Adults; *On the Job Training; *Public Relations; *Supported Employment; Training Methods; Workshops

Intended for use with business and industry personnel, the training module is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. This module explains how a public relations program can facilitate the integration of persons with special needs into the workplace. It offers key personnel in business and industry a series of action steps to institute a program to integrate persons with special needs. An introduction explains how to use the module, providing information on desired competency of participants in the training sessions, target audience, instructional objectives, materials needed, instructions for executives, and instructional sequence. Individual sections have the following titles: "Human Relations Factors--Inside and Outside the Corporation; "A Common Mission"; "Beyond Good Intentions"; "Accurate Awareness"; "Building Awareness Within the Corporation"; and "Conclusion." 15 references. (DB)

ED 316 059 FL 800 053

Gunter, Jock; And Others
Ashton-Warner Literacy Method. Technical Note No. 5.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- ISBN-0-932288-12-X
PUB DATE- 72
NOTE- 21p.
AVAILABLE FROM- Center for International Education Publications, Hills House South, University of Massachusetts, Amherst, MA 01003 (1-15 copies, $1.00; 16-25 copies, $1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Literacy Education; *Native Language Instruction; *Relevance (Education); Rural Areas; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Ashton Warner Method; *Ecuador
A modified version of Sylvia Ashton-Warner's approach to literacy training, originally developed to teach Maori children, is described. The adapted method was used in Ecuador in an international literacy education program. With this method, rather than using a text, learners are taught written words important to their lives and are encouraged to write sentences and stories that are shared with the other learners. The basis of the approach is that while rural villagers may have difficulty with traditional approaches to literacy training, their characteristics can also represent a resource and guide for an effective teaching strategy. Since circumstances in Ecuador differed from those in the Maori context, including the teacher's relationship with students, student ages, and less frequent and less structured meetings, they caused some adjustment in the teaching method used. A typical session in Ecuador brings together 15-30 individuals of differing ages for small-group discussion of topics relevant to the participants' lives, writing of sentences using new words learned, reading aloud of those sentences in the larger group, and further discussion. Additional modifications and applications have occurred as facilitators have related their literacy training to other games used in the program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 084 HE 023 126

Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
State Univ. of New York, Geneseo. Office of Institutional Research.
PUB DATE- Oct 89
NOTE- 537p.; For related volumes, see HE 023 125-127.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Demography; Educational Planning; *Enrollment Trends; *Geographic Regions; Graduate Students; Higher Education; *Place of Residence; State Surveys; *Student Characteristics; Undergraduate Students
IDENTIFIERS- *State University of New York

The second in a three-volume set presenting the results of an annual survey of the geographic origins of students attending the State University of New York during the fall 1988 term includes all credit course students and all institutions of the State University system. It is composed of tables which display numbers of credit course students by origin or origin grouping. Its six parts provide data on the following: (1) each New York State county; (2) permanent residence of students from outside of New York state broken out by standard geographic regions; (3) the percent distribution of undergraduate students in terms of institutional totals and planning regions; (4) the percent distribution of graduate students in terms of institutional totals and planning regions; (5) the percent distribution of all first-time full-time undergraduates in terms of institutional totals and planning regions; and (6) percent distribution of transfer undergraduate students in terms of institutional totals and planning regions. A publications list completes the volume. (SM)

ED 316 097 HE 023 210

Ruud, Jay
"Canterbury Tales" Institute.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *English Curriculum; *English Teacher Education; Higher Education; Inservice Teacher Education; Models; Program Descriptions; Regional Programs; Secondary Education; *Secondary School Teachers; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Canterbury Tales Institute; Chaucer (Geoffrey); *Northern State University SD
Northern State University (South Dakota) held a 4-week institute on Chaucer's "Canterbury Tales" for high school English teachers from South Dakota and four neighboring states (North Dakota, Minnesota, Iowa, and Nebraska) in summer 1989. The institute provided an opportunity for high school teachers inadequately trained in this area to become more confident in teacher Chaucer, and revitalized the enthusiasm of teachers who have already taught Chaucer by suggesting new methods and acquainting them with important scholars in the field. An intensive program of daily discussion sessions on individual tales and daily lectures and workshops conducted by project directors or major guest speakers was conducted by two university professors who are Chaucer specialists and one highly experienced high school English teacher. Guest speakers included four of America's top Chaucerian scholars. Additional program outcomes will include a follow-up conference, a newsletter, and a book of participants' papers. The report contains the institute schedule, lists of readings, brief biographical notes of the staff, and a summary of activities. Evaluation by participants and an outside consultant indicated the program was very successful. (MSE)

ED 316 110 HE 023 223

Davies, Thomas M., Jr.
Latin American Studies: Annual Report to the Dean 1988-89.
American Association of State Colleges and Universities, Washington, D.C.; San Diego State Univ., Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 42p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Annual Reports; *Area Studies; Conferences; *Conservation (Environment); Consortia; Elementary Secondary Education; Faculty Development; Higher Education; *Latin American Culture; *Latin American History; Models; Newsletters; Outreach Programs; *Politics; Program Descriptions; Program Development; Research; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Chile; Latin America; Latin American Studies; *San Diego State University CA

San Diego State University's Center for Latin American Studies operates as a national resource center for Latin America. Center activities focus on enhancing undergraduate and graduate programs, community outreach, and the cooperative relationship with a consortium partner, the Center for Iberian and Latin American Studies at the University of California, San Diego. Joint activities of the two centers in 1988-89 included two cosponsored conferences, one on environmental problems and ecological destruction in Latin America and one on the struggle for democracy in Chile; visiting lecturers; a monthly newsletter; and the hosting of four foreign diplomats. The program also provides support for individual faculty and departments to pursue activities concerning Latin America and outreach to area elementary and secondary schools. Program publications comprising the greater part of the document are attached. (MSE)

ED 316 175 IR 014 078

Rezabek, Randall H.; Ragan, Tillman J.
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
PUB DATE- 3 Feb 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, February 1-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Courseware; *Hypermedia; *Information Retrieval; Instructional Design; Interaction; Learning Theories; *Schemata (Cognition)
IDENTIFIERS- *Elaboration Theory; Learner Control
The concept of hypertext was introduced by Ted Nelson in 1965, but only recently has the widely available technology caught up with the idea. The new generation of microcomputers featuring large internal memories, graphic interfaces, and large data storage capacities have made the commercial development of hypertext/hypermedia software possible. A review of the hypermedia concept indicates that: (1) hypermedia is based upon the philosophy of easy access to large bodies of information; (2) hypermedia should be thought of as an interactive environment for the user, not just as a single application program; and (3) end users should be able to modify hypermedia systems. As an extensive and generalized informational environment, hypermedia requires a macro level instructional design to fully utilize its capabilities. While a framework must be created to guide and structure the learner's progress, the learner must be allowed to create associations and follow related pathways and ideas. The key to building a hypermedia knowledge environment is to find the optimal balance between instruction and exploration. The elaborated resources theory, which is built upon web theory, provides a promising approach to solving this problem. Based upon the linking capabilities of hypermedia, the theory is an attempt to extend computer-based instruction beyond the tutorial approach by integrating information retrieval capacities into the hypermedia environment. It facilitates the design of hypermedia environments that can serve as tutor, tool, and tutee, enhancing both instruction and learner exploration. Diagrams illustrating the elaborated resources theory are provided. (14 references) (GL)

ED 316 190 IR 014 177

Bestebreurtje, R.
Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
Twente Univ., Enschede (Netherlands). Dept. of Education.
REPORT NO.- ISBN-90-365-0285-3
PUB DATE- Jun 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Communications; *Educational Technology; Foreign Countries; International Programs; *Models
IDENTIFIERS- *Europe
This report describes the DELTA (Development of European Learning through Technological Advance) Pre-Pilot project, which was designed to develop a European Learning System Reference Model that would bring structure into discussions of European Learning Technology, and would function as an intermediary and consensus-identifying tool. The first section of the report provides the background on project organization and assumptions. The second section summarizes some of the activities and conclusions of the four project task forces on: (1) definition, selection, and validation; (2) standards and interoperability; (3) educational requirements; and (4) authoring and prototyping. The model is shown in the third section, represented by a cubic framework with activities, actors, and resources as the three dimensions, and descriptive terms assigned to each dimension. Applications of the model as a communication tool, as a guide to critical processes, and as a reference to critical issues are assessed in the fourth section. The final section offers an overview of the next phase of the DELTA program and suggests further elaboration of the model. Three references are listed, and a detailed overview of the terms associated with the cubic framework is appended. (MES)

ED 316 275 JC 900 134

Pederson, Eldor O.
Community College Periodicals.
PUB DATE- 1 Mar 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Community Colleges; Faculty Publishing; Higher Education; *Library Collections; *Periodicals; *Scholarly Journals; Two Year Colleges; Writing for Publication

Drawing from an examination of community college periodicals, their availability and characteristics, the academic affiliations of contributing authors, and the topics of their articles, this paper discusses the minor role which community college periodicals appear to play. A list of 35 periodicals dealing primary with community college education was compiled, enabled, in part, by ERIC, and efforts were made to identify subscribing libraries and assess availability. Using various bibliographic resources, all but 4 of the 35 journals were eventually located, though most had limited distribution. One journal accounted for fully two-thirds of the total circulation for all the periodicals. Major conclusions drawn from the study were as follows: (1) community college periodicals are few in number, especially when the large numbers of colleges and faculty members are considered; (2) the periodicals are not widely distributed in printed paper format and are available at few libraries; (3) overall, the periodicals publish only a handful of articles annually; (4) the largest fraction of contributors are faculty members in four-year institutions, not community college faculty or staff; (5) a variety of associations, institutions, and commercial publishers issue community college periodicals; and (6) contents of most of the journals are not aimed at community college faculty members but at community college administrators and at higher education members in universities. An appendix listing the community college periodicals, affiliations, and contributors is attached. (JMC)

ED 315 926 EC 222 038

Duganne-Glicksman, Mary Ann
Parent Support Groups. Revised.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 34p.; Revision by Lynn Carlisle and Pat Lesniak. For related documents, see EC 222 039-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Parent Associations; *Parent Education; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Preschool Education; *Social Support Groups
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on parent support groups. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the history and current concepts of parent support groups, (2) recognize the benefits of belonging to a parent support group, (3) identify some functions of a parent support group, (4) identify the elements of successful parent support groups, and (5) develop an initial plan of action to establish and/or maintain a parent support group. A bibliography identifies seven books, magazines, or other resources. (DB)

ED 315 940 EC 222 052

Doyle, Beverly; Guttierrez, Margaret
Parent Professional Collaboration.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 44p.; For related documents, see EC 222 038-051.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Parent Education; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on parent professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the history, philosophy, and definition of parent-professional collaboration, (2) identify the many professionals involved in supporting families of children with disabilities, (3) develop an awareness of the feelings which parents have toward professionals and vice versa, (4) identify the qualities of a collaborator, and (5) develop goals for skill building in collaboration. A bibliography identifies 14 books, magazines, or other resources. Eight separate handouts are provided, including a self-assessment checklist on the qualities of a collaborator. (DB)

ED 315 955 EC 222 706

Price, Lynda
The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 24p.; For original bibliography, see ED 280 224; for first supplement, see EC 222 705.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Delivery Systems; *Education Work Relationship; *Learning Disabilities; Postsecondary Education; Secondary Education; Student Needs; *Transitional Programs; Vocational Adjustment

The supplement to a previous bibliography lists 40 references concerned with the transition of learning-disabled (LD) students from secondary to postsecondary and work settings. An introduction notes the bibliography's emphasis on the following areas: (1) the psychosocial impact of learning disabilities on adolescent and adult development; (2) research and methodology concerning the needs of LD adolescents and adults; (3) vocational issues pertinent to LD individuals; (4) transition-related ideas, methods, and models used in secondary and postsecondary settings; and (5) information of special interest to service providers for LD adolescents and adults. Citations are listed alphabetically by author, have abstracts as well as availability information, and are coded as to whether they focus on: secondary services/LD adolescents, postsecondary services/LD adults, vocational or job related skill development, or various other issues and theories dealing with transition. (DB)

ED 315 969 EC 222 722

Mahon, Michael J.
Abstracts in Adapted Physical Activity (AAPA). Volume II.
Manitoba Univ., Winnipeg.
PUB DATE- 89
NOTE- 67p.; Funded by Manitoba Special Olympics. For volume 1, see ED 309 586.
AVAILABLE FROM- Manitoba Special Olympics, 1495 St. Matthews Ave., Winnipeg, Manitoba R3G 3L3 Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adapted Physical Education; Annotated Bibliographies; *Disabilities; *Leadership; Leadership Training; Leisure Education; *Mental Retardation; Teaching Methods
The bibliography of 151 citations focuses on leadership in adapted physical activity for the mentally handicapped or otherwise disabled. The concept of leadership as used encompasses teaching techniques, group management skills, knowledge leaders need, and leadership training programs. Each citation is provided with a unique number (for ordering purposes), author information, title, source, and a brief abstract. Abstracts are arranged alphabetically by author. Books and articles cited date from 1977 to 1989. A subject index precedes the abstracts. The appendixes include an order form for copies of articles, an abstract submission form, and an order form for this volume. (DB)

ED 316 123 HE 023 236

Jacobs, Judith E.; And Others
Center for Science and Mathematics Education (CSME).
American Association of State Colleges and Universities, Washington, D.C.; California State Polytechnic Univ., Pomona.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Science; Conferences; Consultation Programs; Educational Television; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mathematics Education; Minority Groups; Models; Newsletters; Program Descriptions; Public Schools; School Business Relationship; *Science Education; *Science Teachers; State Universities; Womens Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State Polytechnic University Pomona; Center for Science and Mathematics Education

The Center for Science and Mathematics Education was established at California State Polytechnic University (Pomona) to: (1) promote the professional development of public school teachers of mathematics, science, and computer education; (2) improve the teaching and learning of science and mathematics in the schools; and (3) promote the study of science and mathematics by all students, particularly females and minority group members. Typical activities through which the center accomplishes these goals are on-site consultation with school districts, delivery of instruction in both content and methodology at the university and by interactive television network to school sites, publication of a quarterly newsletter of practical value to educators, and an annual conference for educators. These activities are conducted by three coordinators, one each for biological sciences, physical sciences, and mathematics and computer education. The center's advisory board consists of university science faculty, school district teachers and administrators, and representatives of local industries. The program is currently funded directly by the university, although outside support has been provided in the past. Its single greatest need is adequate physical facilities. (MSE)

ED 316 135 HE 023 248

Patrick, J. Michael
South Texas Maquiladora Suppliers Project.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Asheville.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.; Small Business Administration, Washington, D.C.
PUB DATE- 89
NOTE- 63p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; Employment Opportunities; Higher Education; *Industrial Training; Industry; International Trade; *Labor Force Development; Models; Program Descriptions; *School Business Relationship; State Universities; Vocational Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Pan American University TX; South Texas Maquiladora Suppliers Project
This project was undertaken to assist South Texas industries in improving export to nearby Mexican maquiladoras (factories). The maquiladora program is based on co-production by two plants under a single management, one on each side of the border. Activities addressed four objectives: (1) to determine the dollar value, quantity, and source of the different component parts, materials, supplies, technical design services, equipment and repair services, transportation service, brokerage, and other services purchased by plants operating in the Mexican border area; (2) to determine the potential that South Texas manufacturers, wholesalers, and service companies from Brownsville to Laredo have for supplying maquiladoras with parts, materials, and services and the problems to be overcome in becoming suppliers; (3) to develop a computerized database for matching South Texas manufacturers with maquiladoras; and (4) to determine the general feasibility of establishing one or more business incubators to assist development of a South Texas maquiladora supply industry. Based on results of the study, it was recommended that a task force of representatives from the South Texas manufacturing community and the maquiladora industry, community leaders, public officials, educational leaders, and state and federal agency officials be established to develop and support six specific initiatives for information gathering and dissemination, coordination, and direct technical assistance. (MSE)

ED 316 147 HE 023 260

Kramer, Jane E.
Computer Academy. Western Michigan University: Summer 1985-Present.
American Association of State Colleges and Universities, Washington, D.C.; Western Michigan Univ., Kalamazoo. Div. of Continuing Education.
PUB DATE- Oct 89
NOTE- 7p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 02 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Science; *Continuing Education; Demonstration Programs; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Microcomputers; Models; Professional Occupations; Program Descriptions; State Universities; Workshops
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Apple IIe; Apple Macintosh; Computer Academy; IBM Personal Computer; *Western Michigan University

The Computer Academy at Western Michigan University (Kalamazoo) is a series of intensive, one-credit-hour workshops to assist professionals in increasing their level of computer competence. At the time they were initiated, in 1985, the workshops targeted elementary and secondary school teachers and administrators, were offered on Apple IIe microcomputers, and focused on specific software. Following the success of these workshops, the program was gradually expanded to include workshops on the IBM compatible and Macintosh microcomputers. The Computer Academy is a joint project of the College of Education, Project EXCITE, a campus-wide program to expand university community computer competence, and the Division of Continuing Education. Classes are held in campus microcomputer laboratories or at a regional center. In summer, courses meet for 2.5 consecutive days; during the academic year, they meet on 2 consecutive weekends. One Hundred forty-four workshops have been offered on 38 topics, training over 800 professionals. Although PROJECT EXCITE no longer involved, the other two partners continue to offer the highly successful program. Course topics are expanded frequently to meet student needs. (Author/MSE)

ED 316 161 HE 023 286

Howard, E. Marguerite, Ed.
Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-173-6
PUB DATE- 89
NOTE- 238p.
AVAILABLE FROM- IIE Books, Institute of International Education, 809 United Nations Plaza, New York 10017 ($24.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- International Educational Exchange; *Minicourses; Postsecondary Education; *Study Abroad; *Summer Programs; Summer Schools; Tourism; Travel; *Vacation Programs; Vacations

The book presents concise descriptions of over 1,300 summer study programs and short courses (geared to all levels of postsecondary education) worldwide sponsored by U.S. colleges and universities, foreign universities and language schools, and nonprofit and proprietary educational organizations. Programs are arranged first by the geographical region of the world (Africa South of the Sahara, Asia and Oceania, Europe, the Middle East and North Africa, and the Western Hemisphere). Each region is subdivided alphabetically first by country and then by city, province, area, or island. Within each city subsection, the arrangement is alphabetical by the names of the sponsoring institutions. There is a "Worldwide" chapter for programs that operate in more than one region of the world, and similarly, there are "More Then One Country" and "More than One City" listings. Information is provided on program sponsor and name, location, dates, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline, and contact for information and applications. An appendix lists consortia. The book is indexed by sponsoring institutions and by fields of study. (SM)

ED 316 236 IR 053 086

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
Washington State Library, Olympia. Library Development Div.
PUB DATE- Jun 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Construction Programs; Federal Aid; *Library Services; *Long Range Planning; *Organizational Objectives; *Outreach Programs; *Public Libraries; *Shared Library Resources; State Libraries; State Programs; Statewide Planning; Users (Information)
IDENTIFIERS- Library Services and Construction Act; *Multitype Library Cooperation

Prepared as a planning guide, this document presents goals, objectives, and proposed activities to improve library services in the state of Washington. The long range plan for 1989-1993 is designed to serve as a framework for the annual programs during the 5-year period which are supported, fully or partially, with Library Services and Construction Act (LSCA) funds. In the event that state funds are also involved in a particular program, the plan addresses the total program, not just the portion funded with federal dollars. (These programs are delivered through Washington State Library's Public Services Division and through a contract with the Seattle Public Library for the Blind and Physically Handicapped.) Under Title I of the LSCA, the plan covers public library services for areas without services, areas with inadequate services, major urban resources libraries, the disadvantaged, literacy programs, persons with limited English-speaking proficiency, the elderly, the handicapped, the blind and physically handicapped, and the institutionalized. These funds can also be used to improve the ability of local public library personnel to access information from external resources. Title II supports the construction of adequate public library facilities. Statewide resource sharing and multitype library cooperation are supported by Title III. The Washington State Library mission statement, which is also included, outlines the goals for activities funded under Titles I, II, and III of the LSCA. (SD)

ED 315 899 EA 021 653

The Principalship. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; Instructional Leadership; *Management Development; *Principals; School Administration
IDENTIFIERS- *New York

The position of principal is due for a fundamental reevaluation. Several aspects of the position are discussed: (1) history of the position; (2) impact and self-perceptions of the principal; (3) current challenges of the principal; and (4) role and style of the principal. Central to the utilization of the principal in the district is the choice of superintendent. As a result, board and staff roles need to be clarified. A major concern for school boards is the supply, training, and certification of applicants for administrative positions. The document offers steps to improve the supply, recruitment, development, and evaluation of principals. (41 references) (SI)

ED 315 999 EC 230 005

Harris, Bruce; And Others
Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
PUB DATE- 30 Jan 87
NOTE- 11p.; Paper presented at the Annual Computers in Education Conference (7th, Salt Lake City, UT, January 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Elementary Education; *Enrichment Activities; *Gifted; Journalism; *Language Arts; Microcomputers; *School Newspapers; Student Publications; Word Processing
Microcomputers were used by 24 gifted students in a Utah elementary school to produce a school newspaper. Students used word processing (Bank Street Writer) and desktop publishing software (The Newsroom). They met in small groups over a 3-week period to develop basic journalism skills such as interviewing, writing and editing articles. Articles were then typed and organized in general categories such as world events, sports, school events, and comics, and the layout was determined. Project evaluation indicated: students learned to use the word processor in less than an hour; and the desktop publishing software encouraged students to use creativity and organizational skills. Other results were that fourth graders were more motivated and involved than sixth graders and most of the children demonstrated a sense of ownership and intrinsic motivation. The project also increased teachers' interest in the computer lab and received the support of both administrators and parents. Five references. (DB)

ED 316 029 FL 018 341

Vriend, Diana Lee
Chinese Speakers and English Prepositions: Problems and Solutions.
PUB DATE- 15 Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the California Teachers of English to Speakers of Other Languages (San Francisco, CA, April 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; Cloze Procedure; Contrastive Linguistics; *English (Second Language); *Error Analysis (Language); *Error Patterns; Higher Education; *Prepositions; Second Language Instruction; Uncommonly Taught Languages; Vietnamese People
IDENTIFIERS- *Chinese People
English-as-a-Second-Language (ESL) students in general, and Chinese speakers in particular, often omit or misuse English prepositions in speaking or writing. A study traced the history and structure of the English preposition, using contrastive analysis and error analysis to find sources of Chinese error. To determine if Chinese speakers exceed other ESL groups in preposition error patterns, 107 college ESL students (with 14 native speakers as controls) were tested with an open cloze test for preposition use. Results revealed that Chinese speakers had only slightly greater difficulty on the test in comparison with a general ESL group. Vietnamese students scored considerably lower. The Chinese outscored the group overall on questions involving scientific content despite lower overall test scores. The control group outscored all ESL groups but scored lower than expected. The test appeared to have high reliability. A brief curriculum is presented, developed as a result of the study, for teaching prepositions. The Cloze test, test results, and interpretations are also included. (Author/MSE)

ED 316 072 HE 022 959

Nitecki, Joseph Z.
Survey of Common Bibliographic Denominators among Disciplines Participating in the SUNY-Albany Ph.D. Program In Information Science. Revised .
PUB DATE- Jan 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bibliographic Records; *Bibliographies; College Faculty; *Doctoral Programs; Higher Education; *Information Science; Information Utilization; Majors (Students); Reference Materials
IDENTIFIERS- State University of New York Albany
Information is presented on an informal study designed to identify common bibliographic denominators shared by the faculty at the State University of New York at Albany (SUNYA) that directly contributed to SUNYA's newly developed Ph.D. program in information science. A focus of the study was on understanding how different interpretations of the field, provided by the creators and faculty of the program, may affect the scope of the discipline. Specific objectives were to: (1) determine the committee members' consensus on a domain of information; (2) identify emerging trends in the development of information science; and (3) ascertain bibliographic overlap in the basic research tools suggested by the survey's participants. Of the 32 questionnaires sent, only 13 were fully completed, so data interpretation was limited. An analysis of survey answers is presented, however, which suggests that some insights resulted from the study. Some of these concern the definition of information and information science; the grouping of 56 individually listed domains of study into 5 rank-ordered clusters; and the identification of six major directions of future development of information science (computer science, library science, information science, technology, sociology of knowledge, and management). In addition it is noted that in spite of the recency of the field, over half of all key papers were published in book format; it is also suggested that the listings of key papers, primary journals, textbooks, and professional organizations provided by the respondents may be of interest to university librarians in filling some gaps in their collections. Questionnaire items, responses, and a list of 50 papers identified as "key papers" are included. (SM)

ED 316 205 IR 014 199

Nielsen, Janni
Is Artificial Intelligence Intelligent?
PUB DATE- 84
NOTE- 12p.; Paper presented at a Conference entitled "LEFT ALIVE" (London, England, October 29-November 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Computers; *Epistemology; *Information Technology; *Sex Differences

In order for information to be stored and processed in a computer, it must be reduced to data and organized and systematized in accordance with the rules and principles of formal logic. Reducing manifold reality to data for use by the computer results in loss of information because an arbitrary screening of data eliminates that gathered by the uniquely human modes of cognition (kinetic, emotive, and symbolic). For this reason, it is argued, it is not surprising that women are most skeptical of new information technology. The development in women--to a greater degree than in men--of kinetic, emotive, and symbolic modes of knowing has been the product of socialization and the division of labor in society, and is in opposition to the principles embodied in information technology. It is argued that the closing out of these modes of cognition resulting from the reduction of holistic experience to data is a limitation of artificial intelligence and cognitive science, and that an effort to achieve holism should be promoted. (GL)

ED 316 263 IR 053 132

Seymour, Donna Temple
The Use of Government Publications in North Carolina Public High School Libraries.
PUB DATE- Feb 88
NOTE- 49p.; A requirement for a Master's degree, University of North Carolina. Appendices contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; Depository Libraries; *Government Publications; Higher Education; High Schools; High School Students; *Learning Resources Centers; *Library Education; Library Surveys; *Media Specialists; Professional Training; School Libraries; Secondary School Teachers; *Use Studies
A mail survey focused on the use of government publications in one third of North Carolina's 110 public high schools. Respondents represented a cross section of the high school librarians in the state, geographically and professionally, with and without accredited Master of Library Science (MLS) degrees. Responses from 80% of the librarians revealed the current status of and problems in high school document collections, in the use of documents by teachers and students, and in the librarians' professional backgrounds and knowledge of documents. Findings suggest that there is overwhelming agreement among librarians that they lack adequate information about documents and do not possess sufficient knowledge to promote use of these materials in public high schools. Librarians also feel that they need assistance from the regional depository library program, possibly through a newsletter regularly sent to librarians, increased information about state documents, and continuing education workshops on the subject. It was also discovered that the possession of an MLS degree correlates positively with the knowledge of documents. (22 references) (SD)

ED 315 970 EC 222 723

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
Louisiana State Dept. of Education, Baton Rouge. Office of Special Educational Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- Bulletin-1786
PUB DATE- 30 May 86
NOTE- 646p.; Best available copy.
GRANT- G008300915
AVAILABLE FROM- Louisiana Department of Education, Office of Special Educational Services, P.O. Box 94064, Baton Rouge, LA.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Career Education; *Curriculum Development; *Disabilities; Education Work Relationship; Elementary Secondary Education; Job Placement; Mild Disabilities; Program Development; Severe Disabilities; Student Educational Objectives; *Student Evaluation; Teaching Methods; Transitional Programs; *Vocational Education
IDENTIFIERS- Louisiana

This resource guide is the result of a 3-year effort by a task force which addressed vocational and career education services for disabled students in Louisiana. Section I reports on the assessment process for students requiring special education with subsections on essential competencies recommended for vocational assessment personnel, the role of pupil appraisal, and outreach programs. Section II describes resources for the career/vocational curriculum and training model for mildly/moderately handicapped students and severely/profoundly handicapped students. There is a subsection on instructional techniques and strategies (e.g., learning styles, acquisition and production training techniques, and techniques for specific disabilities). Section III presents administration and program considerations (e.g., transitional strategies, funding aspects, high school program models, and major components of a full continuum career program). Section IV covers transitional planning and job placement including implementing a systematic transitional and job placement procedure, community analysis, community based vocational training, and the in-school work training model. Extensive appendixes provide vocational assessment forms and information, Iowa program models, sample lesson plans, administration related information, career/transitional information, and resource materials. A glossary is also provided. Contains 85 references. (DB)

ED 315 984 EC 222 738

Harnisch, Delwyn L.; Fisher, Adrian T.
Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 308p.; For volumes 1 and 2, see ED 279 122 and ED 294 383.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment; *Independent Living; *Outcomes of Education; Research Methodology; Research Needs; Secondary Education; *Transitional Programs

This review focuses on both published and unpublished literature in the areas of education, employment, and independent living outcomes across 13 handicapping conditions. Preliminary chapters describe the database system used to manage the literature identified, and discuss research methods in transition literature. Subsequent chapters then review studies of the outcomes of youths with handicaps in the areas of education, employment, and independent living. Following the review chapters, the 120 articles reviewed are listed in an annotated bibliography. A classification system allows specific identification of articles that have a primary focus on any one of the three outcome areas or on any one of 13 handicapping conditions (learning disabilities; speech impairments; mild, moderate, and severe/profound mental retardation; serious emotional disturbance; hearing impairments; orthopedic handicaps; visual impairments; multiple handicaps; other health impairments; deaf-blindness; and educationally at risk). Appendices offer definitions of handicapping conditions and outcome area reference listings (about 250) for articles included in all three volumes of the literature review to date. The database records and programs necessary to run the retrieval system are available on computer disks for use with "dBASE III." (JDD)

ED 316 044 FL 018 359

Gallegos, Anne; Gallegos, Roberto
The Interaction between Families of Culturally Diverse Handicapped Children and the School.
PUB DATE- 88
NOTE- 9p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Disabilities; Elementary Secondary Education; *Family School Relationship; *Hispanic Americans; Interviews; Minority Groups; *Parent Attitudes; Socioeconomic Status; *Special Education; Surveys
IDENTIFIERS- *New Mexico

This study examined the perceptions and concerns of parents of culturally diverse children with disabilities about: their children's performance at home and school; the role of the school in educating their children; and interactions with the educational system. Twelve families, six Anglo and six Hispanic, with children placed in special education classes in a southern New Mexico community, were the subjects. An interviewer conducted 1-hour, unstructured interviews in the homes of the families and provided researchers with the recorded interview, handwritten notes, and oral discussions related to the interview experience. Results of the interview show some differences in understanding, attitudes, and information-seeking behavior with regard to the services provided the children. Both Hispanic and Anglo families had some difficulty interpreting information given to them, felt their children needed more homework, and felt their children at certain identified disability levels were not handicapped or would outgrow their conditions. Only parents with children at a higher disability level gave a medical term to the disability. None could cite a cause for the disability or expressed feelings of guilt. Socioeconomic levels impacted most on those who felt beneficial aids were unaffordable. Implications for future research and programming are outlined. (MSE)

ED 316 085 HE 023 127

Trends in Geographic Origins of Students. Full Time, 1959-1988. First-Time Full-Time, 1982-1988. Volume III. Report Number 2-89.
State Univ. of New York, Geneseo. Office of Institutional Research.
PUB DATE- Oct 89
NOTE- 606p.; For related volumes, see HE 023 125-126. Page 122 ("Morrisville") inadvertently blank.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Demography; Educational Planning; *Enrollment Trends; Geographic Regions; Higher Education; Place of Residence; State Surveys; *Student Characteristics
IDENTIFIERS- *State University of New York

The third in a three-volume set reporting the results of an annual survey of the geographic origins of students attending institutions of the State University of New York (SUNY) during the Fall 1988 term displays enrollment trends in tables presented in three parts. Part I presents data from 1959 through 1988 with data provided by individual institution and institutional type regarding the percent of the institution's full-time students who come from the institution's area of location, who come from New York State but outside the area of the institution's location, who come from the United States but outside of New York State, and who come from a foreign country; Part II displays a 7-year (1982-1988) trend in the New York State origins of full-time, first-time students for each SUNY institution or institution type. Finally, Part III presents data for the 7 years (1982-1988) for full-time first-time students from each New York county. (SM)

ED 316 191 IR 014 179

Walker, David D.
Strengthening the Impact of International Cooperation.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the International Congress on International Co-operative Design and Development (Paris, France, April 12-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Courseware; *Educational Cooperation; Elementary Secondary Education; *International Cooperation; Models
IDENTIFIERS- European Economic Community; *Software Development
This paper begins by describing four levels of educational cooperation: software design; support material development; development systems environment; and target classroom system. The main stages in the software development process are identified, and cooperative projects sponsored by the European Economic Community, including the Euryclee information network and summer institutes on software design, are discussed. The impact on cooperation of resource availability and national languages is then briefly considered. Goals for cooperative projects are noted, and a procedural model including six elements is presented: (1) development of proposal; (2) initial meeting pattern; (3) operational objectives; (4) staffing; (5) national working groups; and (6) evaluation. (MES)

ED 316 220 IR 014 220

Orientation Course in Educational Media. Primary Schools.
Transvaal Education Dept., Pretoria (South Africa).
PUB DATE- 84
NOTE- 425p.; For the same course for secondary schools, see IR 014 221. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Instruction; Course Descriptions; Educational Television; Elementary Education; *Facility Planning; Filmstrips; Foreign Countries; Instructional Materials; Learning Resources Centers; *Media Selection; *Nonprint Media; Postsecondary Education; Teacher Education; Teaching Methods; Transparencies; Videotape Recordings
IDENTIFIERS- Printed Materials; South Africa (Transvaal)

This orientation course in educational media for teachers in primary schools consists of 10 illustrated lectures. Lecture topics are: (1) effective media use; (2) educational media for teaching and learning; (3) the use of pictures and illustrations as an educational medium in the primary school; (4) books and other printed media; (5) transparencies and the overhead projector; (6) slides, slide-sound programs, filmstrips, and films; (7) sound recordings and audio equipment; (8) the use of video in education; (9) the use of media in practice; and (10) planning media services for effective media use in schools. References are included for each lecture. (GL)

ED 316 276 JC 900 136

Linksz, Donna
Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Mar 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *College Faculty; *College Instruction; Community Colleges; Evaluation Criteria; Faculty Development; School Surveys; Self Evaluation (Individuals); *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship; *Teaching Methods; Two Year Colleges; Undergraduate Study
In 1990, the full-time teaching faculty of Catonsville Community College (CCC) were given a faculty inventory as part of a staff development activity. The staff development program included a faculty meeting devoted to a panel discussion of the seven principles for good practices in undergraduate education designed by the Center for Teaching Excellence. Responses to the faculty inventory were received from 117 faculty members from units throughout the campus. Major results of the survey are as follows: (1) activities such as faculty sharing of experiences, knowing students by name, mentoring, and making special efforts for a diverse student body were often or very often practiced, while activities pertaining to student life and extracurricular activities were the least often practiced; (2) the most frequently practiced activity related to cooperation among students dealt with using performance criteria to determine grades, rather than comparing students to each other; (3) active learning practices were followed often by the majority of faculty members, and an overwhelming number gave their students concrete situations and real-life problems to analyze often or very often; (4) over 75% of the faculty practiced prompt feedback for their students; (5) time on task activities were heavily practiced; and (6) faculty members responded positively to activities such as discouraging inappropriate behavior, using diverse teaching activities, and learning about the varied learning styles, interests, and backgrounds of their students. (JMC)

ED 315 900 EA 021 655

Butler, Jocelyn A.; Batey, Anne
School Improvement Network: 1989 Directory 2nd Edition .
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 168p.
CONTRACT- 400-86-0006
AVAILABLE FROM- Publication Sales, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204 ($20.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Educational Objectives; *Educational Practices; Elementary Secondary Education; *Excellence in Education; *Improvement Programs; School Effectiveness; Student Attitudes; Student Behavior; Student Educational Objectives; *Student Improvement; Teaching Methods
IDENTIFIERS- *Onward to Excellence

This directory includes information about schools that are working to improve student performance through the school-based management process "Onward to Excellence." Nearly 500 schools were sent an extensive questionnaire asking for detailed information about activities using "Onward to Excellence" and about results of that work. Data received from 235 schools are featured, including information from 130 elementary schools, 44 middle/junior high schools, 34 high schools, and 27 schools with multiple levels of students. Each responding school is included once in the alphabetical listings in one of four sections of the directory.

Three indices are provided: (1) the list of practice clusters from "Effective Schooling Practices: A Research Synthesis"; (2) a chart noting which schools selected which practice clusters in creating their prescriptions for improvement; and (3) an index of schools organized by goal content area. (MLF)

ED 315 913 EA 021 675

Pawlas, George; Meyers, Kenneth
The Principal and Communication. Elementary Principal Series No. 3.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-440-5
PUB DATE- 89
NOTE- 28p.; For other documents in the series, see EA 021 673-678.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Communication Skills; Elementary Education; *Feedback; *Principals; *Public Relations; *Staff Orientation
IDENTIFIERS- *Beginning Principals
The third of six volumes in the "Elementary Principal Series," this booklet is intended for beginning elementary principals desiring to develop an effective communications plan for reaching their various publics. The principal plays a key role in controlling both the quantity and quality of school communications. Although principals may feel more comfortable using one-way communication methods (newsletters, bulletins, and media announcements), they should also employ survey questionnaires, conferences, and other means to obtain feedback. Effective school communication plans are continuous, open, and frequent and involve staff and students. Elements characterizing healthy communications with staff include honesty, attentiveness, clarity, and consistency. The tone used in written or oral communications should reflect purpose and desired outcome. The principal must use every available avenue to communicate positive messages about the school tailored to different constituencies. Various communication methods (speaking engagements, newspaper and television coverage, and school newsletters), carry certain advantages and disadvantages. Telephone calls (both positive and problem) and conferences can be effective, if used appropriately. Tips are provided for communicating with peers and the central office. (12 references) (MLH)

ED 315 941 EC 222 091

Mayberry, Rachel I.
Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Society for Research in Child Development (Kansas City, KS, April 1989).
GRANT- NIH-NS20142
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Comparative Analysis; *Deafness; Elementary Secondary Education; Family Environment; Family Influence; Language Acquisition; Language Skills; *Predictor Variables; *Reading Comprehension; *Sign Language; *Structural Linguistics
IDENTIFIERS- *Manually Coded English
This study examined deaf children's reading comprehension in relation to the linguistic structures of their sign languages of fluency and the amount of sign language input they had received. Children (n=47) born severely or profoundly deaf, in age groups from 7 to 15 years and all attending day classes in which the English-structured Manually Coded English (MCE) was used, were compared. Roughly half lived in deaf families where sign language (usually American Sign Language) was constantly used, while the others lived in hearing families with sporadic use of sign language (usually MCE). Reading and sign language comprehension were found to increase between the ages of 7 and 12 but not afterward. Children who used sign language constantly at home outperformed others on tests of reading and American Sign Language (ASL) comprehension, but not MCE comprehension, suggesting that deaf children's reading comprehension is based in their language comprehension regardless of linguistic structure, as is the case with hearing children. Reading comprehension was predicted equally well by ASL and MCE comprehension. Five figures and two tables are included. (PB)

ED 316 014 EC 230 020

Davis, Carole M., Comp.; And Others
Business Practices and Resources. Job Match: Together for Good Business.
Nebraska Univ., Omaha. Center for Applied Urban Research.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
REPORT NO.- ISBN-1-55719-177-8
PUB DATE- Feb 87
NOTE- 121p.; For related documents, see EC 230 016-019. Portions of the document have small print.
GRANT- DHHS-90DJ0100
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Adults; Business; Definitions; *Disabilities; Employers; *Employment Potential; Industry; *Job Placement; Models; *Older Adults; On the Job Training; *Supported Employment; *Training Methods

Intended for use with business and industry personnel, the resource directory is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. The first chapter provides an overview of employment projects with specific emphasis on jobs that may provide potential for persons with special needs. This chapter also lists about 55 references and provides an appended listing of sample jobs with potential for persons with special needs. The second chapter identifies some of the programs, models, and innovations that industries have used to successfully employ persons with disabilities. These include competitive employment, supported employment, job placement programs, work stations or enclaves in industry, mobile work crews, and affirmative industries. Chapter 3 describes companies and model programs that have been successful in employing older workers. Models include part time employment, job re-design and job sharing, retraining, transition to retirement, and full time employment. Chapter 4 lists resources that can provide information about various types of adaptations and accommodations as well as companies and organizations that supply information about employment of persons with special needs. (DB)

ED 316 060 FL 800 072

Wolfe, Marcie; And Others
Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
City Univ. of New York, Bronx. Herbert H. Lehman Coll. Inst. for Literacy Studies.; Consortium for Worker Education.
PUB DATE- Aug 87
NOTE- 59p.; Photoreduced newspaper articles, pages 33-35, will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Classroom Techniques; Educational Strategies; *English (Second Language); Geometry; *High School Equivalency Programs; Labor Education; *Literacy Education; Mathematics Instruction; Newspapers; Oral History; Poetry; Prior Learning; Questioning Techniques; Reading Instruction; Science Instruction; Social Sciences; Spanish; Student Centered Curriculum; *Teaching Methods; Unions; Vocational Education; Writing Instruction
IDENTIFIERS- Collaborative Teaching; Writing to Learn
This report presents work done by participating General Educational Development (GED), adult basic education (ABE), and English-as-a-Second-Language (ESL) instructors in collaboration with the Institute for Literacy Studies at Lehman College (City University of New York). The report is in three sections. The first section is a statement, in list form, of what workshop participants agreed represents components of their philosophy on teaching and learning. The second lists and defines the classroom strategies that seem to fit the philosophy best, and, where possible, offers brief examples of how these approaches have worked or might work in the classroom. The classroom strategies include student-centered and writing-to-learn approaches, collaborative approaches, and interview techniques. The third section offers sample lessons and projects designed by participating teachers, individually or collaboratively, and implemented based on workshop readings, writings, and discussions. Projects are listed under the following headings: GED units on the Constitution, on developing questions that motivate, on research journals for home care workers, and on activating background knowledge in geometry; Spanish GED units on reading, writing, and oral history, and on writing and publishing poetry; a GED unit on math; an ABE unit on using the newspaper to explore life and work in New York City; and an ESL unit on developing writing skills and union participation through oral history. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 098 HE 023 211

Triplet, Rodney G.
The Honors Program.
American Association of State Colleges and Universities, Washington, D.C.; Northern State Univ., Aberdeen, SD.
SPONS. AGENCY- South Dakota State Board of Regents, Pierre.
PUB DATE- 89
NOTE- 18p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; College Credits; College Students; Elective Courses; Graduation Requirements; High Achievement; Higher Education; High School Seniors; *Honors Curriculum; Models; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Honors Program; *Northern State University SD
The Honors Program at Northern State University (South Dakota) is an ongoing, enriched program for academically talented and highly motivated students. Its purposes are to (1) stimulate creativity, intellectual curiosity, and critical evaluation of ideas and behavior; (2) enhance skills in critical research, writing, and speaking; and (3) develop capacity for independent learning. High school seniors with an American College Testing Program score of 24 or above and ranking in or near the top 25% of their graduating class are invited to participate, and currently-enrolled university students with a grade point average of 3.25 or above or who can otherwise demonstrate a commitment to the program's goals are encouraged to apply for admission. Eighteen credit hours are required for program graduation, including an honors thesis of up to 6 credit hours and up to 6 hours of honors work in connection with regularly-scheduled upper division courses in the student's major. The remaining credits are taken in elective honors courses. Over 100 students have participated in the program in four years. Problems preventing the program from achieving its goals and potential include a low completion rate, chronic faculty shortage in areas of heaviest demand, and administrative policy concerning faculty participation and workload. Four references. (MSE)

ED 316 111 HE 023 224

Turnbull, Sharon K.
Services for Adult & Commuting Students.
American Association of State Colleges and Universities, Washington, D.C.; East Tennessee State Univ., Johnson City.
PUB DATE- 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Adult Students; Budgets; College Admission; *Commuting Students; Cooperation; Faculty Development; Financial Support; Higher Education; Models; Nontraditional Students; Outreach Programs; Program Descriptions; Program Development; Referral; School Orientation; School Registration; Staff Development; State Universities; *Student Personnel Services
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *East Tennessee State University
Recognizing the need to extend a variety of academic and student support services to its adult and commuting students, East Tennessee State University initiated a Center for Adult Programs and Services. The center, a collaborative effort of the Divisions of Academic Affairs and Student Affairs, offers a broad array of programs and services to nontraditional students in a convenient and highly accessible setting. Programs and services include community outreach, admissions, academic advisement and registration services, adult orientation and peer support programs, information and personalized referral, faculty/staff development programs, and a variety of student assistance services for both the adult learner and commuting student. Approximately 1,000 student visits to the center are recorded each week, one measure of its success during its first two years of operation. Support services are provided primarily by student workers under the direction of professional staff with a modest operating budget from student activities funds. The program has shown that improvement and expansion of special support services for nontraditional students can be achieved with a modest commitment of university resources by reorganizing services that are currently available within the university and adding support services requiring modest financial support. (Author)

ED 316 176 IR 014 097

Jain, Sushil K.
Educational Computing in Schools.
PUB DATE- 87
NOTE- 19p.; Figures 1.1 and 1.2 will not reproduce well due to small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; Instructional Development; Microcomputers; *Program Implementation; *Technology Transfer
IDENTIFIERS- Canada; *Ontario
This overview of the issues involved in introducing educational computing into a school system at either the district, building, or classroom level begins by defining the terms "educational computing" and "computer literacy." A discussion of the curriculum development process focuses on the role of educational technologies in the curriculum, and the current status of computer literacy education in Ontario public schools is briefly described. Guidelines developed by the province of Ontario for computer use in publicly-funded schools are noted. In response to the provincial philosophy on computer use in elementary and secondary education, a set of educational objectives for computer literacy and a description of a "typical" computer literacy course for fifth grade students are provided. The document also considers three issues that teachers will have to face when implementing a computer literacy program--hardware selection and other technical needs, software selection, and physical arrangements. (26 references) (GL)

ED 316 250 IR 053 105

Doyle, Robert P.
The American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
American Library Association, Chicago, Ill.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; Annual Reports; International Cooperation; *International Relations; Library Associations; *Long Range Planning; *Organizational Objectives; Program Budgeting; *Program Descriptions; *Program Evaluation
IDENTIFIERS- *American Library Association
This report on the international relations activities of the American Library Association (ALA) briefly reviews ALA's policies and accomplishments in the international arena; describes ALA's current international activities and interests; outlines principles and values, which when correlated with current developments and past experience, provide the best foundation for an enlightened approach to ALA's international relations and the formulation of ALA's international relations policies and actions for the future; provides a system of policies and programs designed to facilitate the fullest and most integrated developments in ALA's resources and relate these activities to ALA's established mission statement, priority areas, and goals; and identifies ways to demonstrate to ALA members and their leaders ALA's need and responsibility to be involved in the international arena and the benefits of such involvements to individual groups and members. Appendixes include a chronology of international relations projects since 1941 and a historical outline of funding and budgets; the ALA international relations policy statement adopted in 1978; a list of participants in the 1988 meeting; a description of strategies for the implementation of international relations goals; and an analysis of weaknesses, opportunities, threats, and strengths related to these goals. (SD)

ED 315 927 EC 222 039

Mendoza, Jeanne; And Others
Parental Involvment.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 46p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on parental involvement. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) describe the history of parental involvement as it relates to children with disabilities, (2) identify and understand the many roles of parental involvement, (3) develop a knowledge of the various stages of individualized programs or plans and identify ways parents can be involved in each stage, (4) analyze the role and responsibility of a case manager, (5) evaluate skills that are necessary for the many roles of parental involvement, and (6) develop a goal that leads to skill building in order to be more effectively involved. A bibliography identifies 17 books, magazines, or other resources. (DB)

ED 315 956 EC 222 707

Price, Lynda
A Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; Counseling; *Emotional Adjustment; Interpersonal Competence; Intervention; *Learning Disabilities; Postsecondary Education; Research Needs; Secondary Education; Self Esteem; *Social Development
The literature review examines two questions: (1) what are the psychosocial implications of a learning disability; and (2) how can these socio-emotional issues be effectively addressed by various professionals in secondary and postsecondary settings. Twenty-eight references are reviewed. The review concludes that the lasting psychosocial ramifications of learning disabilities often include a pervading sense of low self-esteem and inappropriate or inadequate social skills. Common suggestions in the literature include individual and/or group counseling for learning-disabled persons to increase disability self-awareness. The lack of empirical studies in this area is noted as is the lack of trained professionals and materials/techniques for intervention efforts. (DB)

ED 316 000 EC 230 006

Christenson, Sandra L.; And Others
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 86p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consultation Programs; Elementary Education; Home Programs; *Homework; *Mild Disabilities; Parent Education; Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Program Effectiveness; Study Habits; Time on Task
Home-based consultations about homework were conducted over a 12-week period with nine families of elementary students with mild handicaps to determine the extent to which consultations increased academic responding time, and to document home and school factors that contribute to work incompletion problems. The intervention was implemented by trained consultants who worked with parents in the home setting to achieve three goals: (1) increase students' acquisition of independent study habits; (2) promote effective parent-teacher relationships through cooperation, planning, and follow-through with assigned homework tasks; and (3) increase parental skill in providing structure and support for their child's academic work. Although comparisons of intervention and control group subjects failed to show significant differences in students' academic responding time in classroom settings, several home and school factors that contribute to work incompletion problems often demonstrated by students with mild handicaps were identified. Implications for developing effective homework policies in school are discussed. (Child and parent interview questionnaires are appended.) 35 references (Author)

ED 316 030 FL 018 343

Computers in the Spanish Classroom.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
REPORT NO.- ISBN-88315-913-9
PUB DATE- 89
NOTE- 221p.
AVAILABLE FROM- Curriculum Unit, Division of Computer Information Services, New York City Board of Education, P.S. 206 Room 310, Neck Road & E. 22nd St., Brooklyn, NY 11229 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Copyrights; *Courseware; Elementary Secondary Education; Grammar; Introductory Courses; Lesson Plans; Second Language Instruction; *Spanish; Verbs; Vocabulary Development

This guide to the use of computer software in Spanish second language instruction contains a series of lesson plans based in part on software content. The topics covered by the lesson plans are common to Spanish level 1 and 2 courses, and are intended not as a sequential course but as a reference for teachers. All lessons involve computer use and are review lessons, designed to facilitate integration of computer-based instruction with instructor methods. Each plan indicates the features of the software used and suggests applications previously found to be effective. Each lesson plan also includes an application of the word processor in addition to the use of commercial software. An introductory section reviews classroom procedures for computer and software use. Lesson plans are organized by these topics: verbs, vocabulary, structures and forms, and the use of database, spreadsheet, and word processor software for special projects. Appended materials include software duplication guidelines, diskette care guidelines, a list of the computer Technical Assistance Centers in each of New York's five boroughs, and a list of software used in the lesson plans. (MSE)

ED 316 124 HE 023 237

Smith, Roch C.
Graduate Language Institute in French/Spanish.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Greensboro.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- ES-2112785

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College School Cooperation; Cultural Education; Elementary Secondary Education; *French; Graduate Study; Higher Education; *Inservice Teacher Education; Instructional Materials; Language Skills; Models; Program Descriptions; *Second Language Programs; Skill Development; *Spanish; State Universities; *Summer Programs; Testing
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Graduate Language Institutes in French and Spanish; *University of North Carolina Greensboro
Between 1982 and 1985, the University of North Carolina at Greensboro held five summer institutes designed to improve French and Spanish foreign language instruction in elementary and secondary schools. The institutes were intended to: (1) revitalize teachers' language capabilities; (2) increase their cultural knowledge; (3) expose them to new developments in instruction and evaluation; (4) demonstrate the applicability of cultural and literary texts to classroom instruction; and (5) encourage stronger professional ties between school and university language teachers. The last two institutes were concurrent graduate-level French and Spanish programs. A total of 24 teachers participated. One coordinator/faculty member and a second faculty member staffed each of the programs, and 14 guest lecturers made presentations. Other staff fluent in the two languages were hired for support positions. The 4-week programs were followed by a 1-day workshop in the fall. Participant evaluations illustrate the complexity of designing and implementing such a program, but suggest that overall, the institutes substantially achieved their goals. (MSE)

ED 316 136 HE 023 249

Carr, David L.
Responsibility in Professional Life.
American Association of State Colleges and Universities, Washington, D.C.; Saint Cloud State Univ., MN.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Development; Demonstration Programs; Ethics; Graduate Study; Higher Education; *Interdisciplinary Approach; Liberal Arts; Models; Moral Values; *Professional Education; Professional Occupations; Program Descriptions; Seminars; State Universities; *Teacher Responsibility; Teacher Role; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Professionalism; Responsibility in Professional Life; *Saint Cloud State University MN

Responding to increasing concern about the ethical behavior of professionals, St. Cloud State University (in Minnesota) launched a program in 1986 that is a multidisciplinary effort to integrate material on professional ethics throughout the university at both undergraduate and graduate levels. The program has attracted 30 faculty members from 24 disciplines. The approach taken involves four central elements: (1) a faculty ethics seminar; (2) introduction of topics into existing courses and development of new courses; (3) working with practitioners to develop case studies as the focus of classroom activity; and (4) development of an all-university seminar to provide more advanced work and bring together professionals from a variety of areas to consider the common nature of ethical dilemmas. These elements have been successful in preparing faculty from professional disciplines to integrate ethics into traditional courses, developing realistic case studies that have stimulated student interest in professional ethics, and developing an action-oriented, ethical analysis strategy for students to follow in confronting ethical dilemmas. The approach may represent a new model for integrating professional and liberal arts education, one in which introductory exposure is provided in the context of professional training and followed up by an in-depth exploration in a traditional liberal arts course. (Author/MSE)

ED 316 148 HE 023 261

Murphy-Chadwick, Nancy; And Others
Family Housing and Services.
American Association of State Colleges and Universities, Washington, D.C.; Texas Woman's Univ., Denton.
PUB DATE- 18 Oct 89
NOTE- 33p.; Appended newspaper articles present various legibility problems. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-260.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Ancillary School Services; *College Housing; Demonstration Programs; Dormitories; *Family Environment; Higher Education; Models; Mothers; *One Parent Family; Program Descriptions; *Recreational Programs; *School Age Day Care; Single Sex Colleges; State Universities; Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Family Housing and Services; *Texas Womans University
Recognizing the need for a strong family housing program to support a student body composed of many nontraditional students, Texas Woman's University converted a traditional residence hall into a family housing unit with an after-school and summer recreation program. The majority of residents in family housing are single mothers with children who juggle the roles of parent, student, and sole breadwinner. Some are recently divorced and/or have come from a situation in which there was abuse. Through student internships and other university and community resources, the student residents and families benefit from a support system that would be impossible to provide outside the university. Convenient to classes and supported by academic components, the family housing program provides an environment in which students are able to fulfill their multiple roles. Program success is evident from the residence waiting list. Appended materials include brochures and newspaper articles about the residence program. (Author/MSE)

ED 316 162 HE 023 287

Zikopoulos, Marianthi, Ed.
Open Doors 1988/89. Report on International Educational Exchange.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-175-2
PUB DATE- 89
NOTE- 217p.
AVAILABLE FROM- IIE Books, Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 ($32.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Educational Finance; Enrollment Trends; *Foreign Students; Higher Education; *International Educational Exchange; National Surveys; Student Characteristics; Student Exchange Programs

The book provides statistical data in narrative and tabular form on the 366,354 foreign students in the United States from 186 nations. Foreign students were enrolled at 2,521 of the 2,819 U.S. colleges and universities responding to a survey for the 1988/89 academic year. Part I provides information on the annual census of foreign students in the United States, with nine chapters which include information on the overview of foreign study, geographic regions, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in two-year and four-year institutions, distribution in public and private institutions, institutions with the most foreign students, and distribution by academic level. Part II provides data on cost-of-living expenditures by foreign students. Intensive English language programs are surveyed in Part III and study abroad (by American students) in Part IV. Nine appendices offer statistics on: foreign student enrollment by institution; country or other place of origin of foreign students; fields of study; countries of other places by region and subregion; states within U.S. regions; response rates; survey materials; foreign student enrollment in intensive English language programs; and study abroad enrollments by institution. (SM)

ED 316 206 IR 014 201

Daughenbaugh, Richard L.
A Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
University of South Alabama, Mobile. Coll. of Education.
PUB DATE- May 89
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Software; Curriculum Guides; *Electronic Mail; Elementary Secondary Education; Learning Modules; Microcomputers; *Modems; Puzzles; *Telecommunications; Transparencies; Worksheets
IDENTIFIERS- *Communications Software
This curriculum guide is intended for use in teaching a unit on telecommunications to students with a basic understanding of computing. Introductory materials spell out the purpose of the unit--to provide an introduction to the sending and receiving of electronic information using a personal computer system and the telephone communications system--together with behavioral objectives and information on the timeline and the materials and equipment needed for the unit. Plans are then presented for four lessons, which require a minimum of seven 50-minute class periods: (1) Introduction to the Telecommunications Unit; (2) Data Transmission; (3) Electronic Bulletin Board System Procedures and Operations; and (4) Types of Networks. Each lesson includes a set of objectives for the lesson; a 10- to 15-item vocabulary list; an estimated time line; an overview of materials preparation; the content to be presented; a detailed description of classroom procedures; suggestions for additional classroom activities; and student worksheets. A glossary containing 59 key phrases is appended as well as a printout of messages produced by the public domain electronic bulletin board; lists of online networks (including connect and subscription costs) and communications software; masters for overhead transparencies designed for use in presenting the content of the lessons; and vocabulary word puzzles. (SD)

ED 316 237 IR 053 087

Lee, Jimmie L.
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
Metrodocs, Oklahoma City, OK.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Construction Industry; Depository Libraries; *Engineering; Food Standards; Government Libraries; Higher Education; Indexes; *Library Collections; Microfiche; Professional Associations; Public Libraries; *Specifications; *Standards; State Government; Tables (Data)
IDENTIFIERS- *Building Codes; *Legal Information; Legal Research; Oklahoma
In an effort to better serve their users, the Engineering Library at the University of Oklahoma surveyed 30 public, academic, and state agency libraries to identify libraries with collections of national standards, codes, and handbooks that are accessible to the public. This directory presents data received about the holdings of eight of those libraries as well as the holdings of the University of Oklahoma libraries. Not a highly detailed compilation of any particular library's holdings, the guide serves as a user's index to possible locations for particular standards. Beside a list of the addresses and telephone numbers of Oklahoma libraries is information on their lending policies. Data are displayed in a table, which includes information on: (1) the professional society--e.g., American Association of Cereal Chemists--or the general field from which the standard originates--e.g., Building Codes; (2) the name of the publication in which the standard appears; (3) location of the publication; and (4) information about the currentness of the collection--e.g., 1960-current. Also included is information about other organizations with governmental, historical, and single standards. The appendix lists 38 public and state libraries and 31 academic libraries throughout the United States that maintain microfiche collections of codes, handbooks, standards, and specifications. (SD)

ED 316 264 IR 053 135

Heim, Kathleen M.
Adult Services in the Eighties: Final Report.
Louisiana State Univ., Baton Rouge. School of Library and Information Science.
PUB DATE- 1 Mar 90
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Programs; Library Extension; *Library Planning; *Library Services; Library Surveys; Longitudinal Studies; Middle Aged Adults; *National Surveys; Older Adults; *Public Libraries; Questionnaires; Special Programs; *Users (Information)

The American Library Association's (ALA) Adult Services in the Eighties (ASE) project was undertaken to supply information about areas of current and unique concentration to aid librarians in identifying, describing, and planning the scope of adult services in their own libraries. The ASE project updates a study conducted in 1954--the most recent national survey on this topic--through the presentation of data about the range of services and the compilation of bibliographic essays on key services. The narrative report, which covers the problem to be studied and activities undertaken in each of the three phases of the project, is supplemented by 11 exhibits. These exhibits make up nearly three quarters of this document: (1) a 1982 ALA goal award proposal submitted by the Adult Services Committee of the Reference and Adult Services Division (RASD); (2) correspondence about attendance at the ASE Assembly and a short questionnaire; (3) the first draft of the final questionnaire; (4) a booklet of library terminology which accompanied the 1954 survey and instructions for updating the booklet; (5) the second draft of the questionnaire; (6) the pretest of the final survey tool; (7) the cover letter and the final version of the questionnaire; (8) a short essay summarizing ASE project goals; (9) a memo about data entry; (10) a reminder note to respond to the survey; and (11) printouts of the data entry, data check, cleanup, and state append computer programs. This report also includes a chronological summary of the landmarks of the ASE project. (SD)

ED 316 045 FL 018 360

Ryan, Mary Beth
Assessing Limited English Proficient Students for Special Education.
PUB DATE- 88
NOTE- 14p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Disabilities; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Federal Legislation; *Identification; *Limited English Speaking; *Special Education; *Student Placement; *Test Bias; Testing Problems
Federal legislation and litigation concerning the rights of handicapped and limited-English-proficient (LEP) students is reviewed, and the dilemma of providing fair, accurate, and adequate assessment for LEP students considered for special education is examined. A recent shift from overrepresentation of LEP students in special education to an underrepresentation of this group, because of fear of not being able to provide non-biased assessment, is discussed. Ways of dealing with the dilemma are explored, with emphasis on the need for a more nontraditional, multifaceted approach to assessment and a willingness to use all available resources. (MSE)

ED 316 073 HE 022 960

Goodchild, Lester F., Ed.; Stanton, Charles M., Ed.
History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
Association for the Study of Higher Education.
PUB DATE- 88
NOTE- 14p.

AVAILABLE FROM- History of Higher Education Newsletter, School of Education, Loyola University of Chicago, 820 North Michigan Avenue, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Freedom; Educational Environment; *Educational History; Educational Innovation; *Higher Education; Newsletters; Teaching (Occupation)
IDENTIFIERS- McCarthyism

An annual newsletter on the history of higher education presents information reflecting the current interest and research in the field through commentary, analysis, and bibliography. Information in this issue includes: a guest editorial, "Teaching the History of Higher Education" (Kathryn M. Moore); a "Views from the Author" essay, "On Writing No Ivory Tower: McCarthyism and the Universities'" (Ellen W. Schrecker); announcement of publication of the "Association for Higher Education (ASHE) Reader on the History of Higher Education" (Lester F. Goodchild and Harold S. Wechsler) together with a listing of the ASHE Reader's table of contents (noting that the ASHE Reader contains a preface discussing the historiography of higher education, an introductory essay exploring the significance of all readings in the text, about 60 secondary and primary readings, and an extensive bibliography); and a listing of the History of Higher Education sessions offered at the 1989 History of Education Society annual meeting in Chicago and the 1989 ASHE annual meeting in Atlanta. History of Higher Education publications are also featured. (SM)

ED 316 086 HE 023 199

Vornberg, James A.; Lutz, Frank W.
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
American Association of State Colleges and Universities, Washington, D.C.; East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.

SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- 89
NOTE- 25p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 200-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Higher Education; Inservice Education; Internship Programs; *Leadership Training; Models; *Principals; *Professional Continuing Education; Program Descriptions; *Program Design; Program Effectiveness; Program Evaluation; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *East Texas State University; Meadows Principal Improvement Program

The Meadows Principal Improvement Program has two functional components and a research component. The functional components are designed to help improve the role of school principals in Texas. There is a preservice component to prepare new principals in instructional leadership and an inservice component to assist practicing principals in upgrading instructional leadership skills. The preservice component is 15 months long and includes a 9-month full-time building-level internship. The inservice component is an annual program consisting of at least six colloquia during the school year designed to keep principals enthusiastic and motivated, with ideas for improving their schools' instructional programs. The project's research component explores the program's impact, makes suggestions for improvement, and seeks to generalize findings for application to standard administrative preparation programs. The initial interim evaluation report using both opinions of interns and their supervisors and objective measures found that the Meadows Program appears to be successful and superior to the regular East Texas State University program in every aspect measured. Among recommendations are that all principal certification programs should strive to provide a full-time paid internship for one year. Tables and the intern interview questions are appended. Contains four references. (MSE)

ED 316 192 IR 014 180

Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
Tennessee Univ., Chattanooga. Center of Excellence for Computer Applications.
PUB DATE- Jul 89
NOTE- 62p.; For the FY 1987-88 report, see ED 303 161.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- College Libraries; Comparative Analysis; *Computer Assisted Instruction; Curriculum Development; Departments; Higher Education; *Intellectual Disciplines; Longitudinal Studies; Microcomputers; Surveys; Technological Advancement; Users (Information); *Use Studies
IDENTIFIERS- Mainframe Computers; *University of Tennessee Chattanooga

In addition to data on FY 1988-89, the 12 tables that constitute the major part of this report on computer utilization at the University of Tennessee at Chattanooga (UTC) provide comparisons among the 10 annual inventories that have been conducted, and demonstrate growth patterns over the 10-year period. The first five tables organize data by academic department from 1976 through 1989, including: (1) the number of courses using computers; (2) the number of faculty who use computers; (3) the primary method of using computers in courses--e.g., computer assisted instruction (CAI), simulation, word processing; (4) relationships of computing to courses (i.e., integral, supplementary, or incidental); and (5) the amount of computer usage per student per semester. Table 6 records the types of computer hardware used in curricula by individual academic departments during 1988. The connect and CPU times for accounts on various mainframe systems from 1984 to 1989 are reported in Tables 7, 8, 9, 10, and 11. Table 12, which appears for the first time in this report, presents a detailed report on the usage of microcomputer laboratories by individual academic disciplines for the spring semester of 1989. (SD)

ED 316 221 IR 014 221

Orientation Course in Educational Media. Secondary Schools.
Transvaal Education Dept., Pretoria (South Africa).
PUB DATE- 84
NOTE- 378p.; For the course for primary schools, see IR 014 220. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Instruction; Course Descriptions; Educational Television; *Facility Planning; Filmstrips; Foreign Countries; Instructional Materials; Learning Resources Centers; *Media Selection; *Nonprint Media; Postsecondary Education; Secondary Education; Teacher Education; Teaching Methods; Transparencies; Videotape Recordings
IDENTIFIERS- Printed Materials; South Africa (Transvaal)

This orientation course in educational media for teachers in secondary schools consists of nine illustrated lectures. Lecture topics are: (1) effective media use; (2) educational media for teaching and learning; (3) books and other printed media; (4) transparencies and the overhead projector; (5) slides, slide-sound programs, filmstrips, and films; (6) sound recordings and audio equipment; (7) the use of video in education; (8) the use of media in practice; and (9) planning media services for effective media use in schools. References are included for each lecture. (GL)

ED 315 914 EA 021 676

Luehe, Bill
The Principal and Supervision. Elementary Principal Series No. 4.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-443-X
PUB DATE- 89
NOTE- 39p.; For other documents in the series, see EA 021 673-678.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Collegiality; Elementary Education; *Principals; *Professional Development; *Teacher Administrator Relationship; *Teacher Supervision
IDENTIFIERS- *Beginning Principals
The fourth of six volumes in the "Elementary Principal Series," this booklet offers new principals a set of ideas, procedures, and examples associated with effective teacher supervision. The principal-teacher supervisory relationship has changed dramatically over recent years. The principal is no longer an inspector, but a colleague working with teachers to identify instructional problems, serve as a resource person, and assist in effecting change where appropriate. Although instructional supervision is a principal's most important responsibility, research indicates that building administrators spend less than 20 percent of their time in this endeavor. Principals' supervisory repsonsibilities include setting goals and objectives, deploying staff, observing teachers' instructional techniques, knowing the formal and informal curricula, overseeing special funded programs, maintaining staff morale, and managing staff development and teacher functions. The best instructional supervision approach is a five-step clinical supervision model featuring a preconference with the teacher, lesson observation, lesson analysis, the teacher conference, and the postconference analysis. When supervising instruction, the principal must consider cetain elements fundamental to the teaching/learning process: (1) student learning outcomes; (2) teaching behaviors; (3) teaching strategies; and (4) differing levels of teacher sophistication. Tips for managing time are provided, along with two appendices (a principal-peer evaluation form and a conference planning form) and a bibliography of 75 references. (MLH)

ED 315 985 EC 222 739

Seta, Julie, Comp.
Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
PUB DATE- 89
NOTE- 212p.; Supersedes earlier version, ED 300 957.
CONTRACT- 300-85-0160
GRANT- STILMIDOR-GPC-MHD983
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Disabilities; Employment; *Employment Programs; Models; Outcomes of Treatment; Program Descriptions; *Program Implementation; Quality of Life; State Programs; *Supported Employment
IDENTIFIERS- *Illinois
The compendium presents a view of 70 programs participating in the Illinois supported employment initiative. A preliminary chapter analyzes the implementation of supported employment in Illinois. It provides a brief history of the Illinois supported employment initiative, describes the Illinois Supported Employment Project, examines the impact of model program development, and describes research at the University of Illinois at Urbana-Champaign. Profiles of the 70 programs are then presented, describing their purpose, focus of programmatic activity, conversion plan, program-developed products, and outcomes. Ten of the programs, identified as providing exemplary supported employment services, are further described, each with information concerning integration, co-worker involvement, and degree of implementation, and each with a profile of an actual supported employment client. The client profiles offer a look at the larger impact of supported employment on the lives of the 10 individuals in order to improve understanding of what constitutes quality of life for individuals with severe disabilities. (JDD)

ED 316 251 IR 053 107

Smith, Ruth S.
Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
Church and Synagogue Library Association, Bryn Mawr, Pa.
REPORT NO.- ISBN-0-915324-16-4
PUB DATE- 79
NOTE- 16p.; For other guides in this series, see IR 053 108-110.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Evaluation Criteria; Financial Support; *Library Collection Development; *Library Services; *Long Range Planning; Needs Assessment; *Organizational Objectives; Outreach Programs; Program Budgeting; Special Libraries; User Needs (Information)
IDENTIFIERS- *Church Libraries; *Synagogue Libraries
Designed as a simple how-to guide, this handbook presents guidelines for setting up a church or synagogue library or revitalizing an existing one. The first of 10 sections, "Begin with a Purpose," advocates thinking about the goals of the library and putting them in writing. It includes two brief sample mission statements. The second, "Establish Objectives," gives advice about summarizing broad objectives and identifying specific objectives. A list of 11 basic manuals about congregational libraries is included. The third, "Obtain Approval," suggests ways to rally support from influential individuals or officers of the church or synagogue, survey user needs, and request formal approval. The fourth, "Set Up a Library Committee," provides guidelines for appointing a chairperson, recruiting committee members, and assembling meetings. The fifth, "Survey Your Assets," recommends gathering up already existing resource materials, sorting them, and finding a place to store them. The sixth, "Develop Program Plans," provides specific suggestions for planning programs to meet the library's objectives. The seventh, "Carry Out Specific Projects," lists steps for implementing programs. The eighth, "Arrange for Continuing Education," suggests ways to orient and train volunteers to work in the library. The ninth, "Provide for Continuity," recommends that an annual report and yearly program plans be prepared and presented to the library's sponsors. The final section, "Stretch Your Horizons," advises community outreach, learning from professional librarians, and staying optimistic. (SD)

ED 316 277 JC 900 137

Turcott, Frances; Linksz, Donna
Results of the 1989 Self-Image Survey: Catonsville Community College.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Feb 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; College Faculty; Community Colleges; *Employee Attitudes; Needs Assessment; Organizational Effectiveness; Program Evaluation; Questionnaires; *School Effectiveness; School Personnel; School Surveys; *Self Evaluation (Groups); Teacher Attitudes; Two Year Colleges
Catonsville Community College (CCC) conducted a self-image survey to examine employees' perceptions about the college's instructional and student support programs and the general college environment. The survey was distributed to all full-time faculty, administrators, and classified personnel. It was also distributed to adjunct faculty during the fall 1989 organizational meeting. While a total of 218 persons responded, only 183 out of 640 full-time employees returned the survey, for a response rate of 29%. The survey asked respondents to rate the sensitivity and responsiveness of CCC, the quality of programs and services, the performance of services, and the quality of promotional activities and materials. Survey highlights included the following: (1) the college was rated very highly in terms of friendliness of atmosphere, concern for students, and overall quality of education; (2) college transfer, career, and technical programs, developmental education, and continuing education and community services were all rated as above average; however, at least 20% of the respondents rated each of the programs as "don't know"; (3) faculty and staff perceived the availability of counselors and advisors to be somewhat of a problem; (4) respondents' ratings of student activities, admissions office programs, registration, childcare, health services, the college press, computer services, the business office, security, and libraries are given in the text and in an appended chart; (5) 85% rated the upkeep of the grounds as excellent; and (6) 81% would recommend that family or friends attend CCC. The survey instrument is appended, as well as charts and line graphs detailing responses. (WJT)

ED 315 901 EA 021 656

Firestone, William A.; And Others
The Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 71p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Curriculum; *Educational Change; *Educational Development; *Educational Finance; *Educational Improvement; Elementary Secondary Education; *State Government; Teacher Improvement
IDENTIFIERS- *Educational Restructuring
More state activity aimed at improving public education took place in the 1980s than ever before. Many of their efforts concentrated on three themes: increasing academic content, upgrading the teaching force, and enhancing state and local financial support for schools. In addition to examining reform activities in Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania, the research is drawn from other reports and studies on the status of reform and from conversation with national association representatives and reform leaders in other states. First an overview of the reform movement, its goals, and major accomplishments is reported. The overview identifies three themes in the current reform movement and highlights state and district action in each area. Second, state policies on raising academic standards are examined. Included here is a discussion of the most widespread reform found in the six states studied: increased high school graduation requirements. Third, policies directed at enhancing the supply and quality of teachers are examined. Next, the fiscal side of reform, including trends in school finance during the 1980s, is reviewed, followed by a look at future steps that might be taken and the political factors likely to influence their direction. (75 references) (SI)

ED 315 942 EC 222 092

Dworet, Donald H.; Rathgeber, Arthur J.
Behaviour Disorders in Canada's Schools: A Second Look.
PUB DATE- Apr 89
NOTE- 49p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 1-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Definitions; *Educational Policy; *Educational Practices; Elementary Secondary Education; Eligibility; Foreign Countries; Handicap Identification; Incidence; Mainstreaming; National Surveys; Preservice Teacher Education; Program Evaluation; Questionnaires; School Funds; State Departments of Education; *State Standards; Student Evaluation
IDENTIFIERS- *Canada
This study assessed the state of educational law, standards, resources, and interventions for students with behavior disorders in Canada. Data were primarily gathered through a mail survey of 12 provincial and territorial departments of education. Definitions for behavior disorder are presented, as used by each province. Prevalence figures, labels and terminology used, services available, standards (such as maximum number of students per class and resource teacher caseloads), eligibility for services, reintegration criteria, and figures on successful mainstreaming are also given for each province. Assessment techniques, funding, and special teacher training requirements are discussed. Changes in government policies toward behaviorally disordered students since 1981 are examined. Recommendations are offered in the areas of personnel, research, and organization of services. (PB)

ED 315 957 EC 222 708

Harrell, Karen L., Ed.
Career Education for Transition: Critical Issues.
Georgia Univ., Athens. Div. of Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 125p.
GRANT- G008630112
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Agency Cooperation; *Career Education; Cooperative Planning; *Disabilities; *Educational Legislation; *Education Work Relationship; Employment Potential; Employment Programs; Parent Participation; Postsecondary Education; Program Development; Program Implementation; Remedial Instruction; Secondary Education; *Transitional Programs; *Vocational Education
This monograph presents information on critical issues in the transition of handicapped youth from the school setting to the work environment. The articles discuss the needs of handicapped youth, professional and parental competencies, employability, job settings, and legislation. Titles and authors are as follows: "Career Education for Transition" (Karen Harrell); "Developing the Assurances of the Carl D. Perkins Vocational Education Act into a Comprehensive Process to Serve Handicapped Students" (Michelle Sarkees); "What is Transitional Programming?" (Lewis Allen); "Considerations for Developing and Implementing Transition Programs" (Lynda West); "The Emerging Role of Special Education Administrators Responsible for Vocational Special Education Programs" (Carole Veir); "Support Personnel in Vocational Special Needs" (Susan Asselin); "Parents and the Transition Process" (Karen Harrell and Debra Smith); "Occupational Transition Planning: Preparation of Related Services Personnel" (Kathryn Smith and Terry Smith); "Employment for Persons with Disabilities" (Lloyd Tindall); "Issues in Interagency Planning: Understanding the Impact of Job Training Partnership Act Program Activities on Special Needs Populations" (Elizabeth Getzel); "Remediation Strategies for Students in Postsecondary Institutions" (Kenneth Eason and Evelyn Brooks); and "Job Survival for Handicapped Students and the Third Dimension of the Vocational Education Curriculum" (C. Paul Scott). References are provided for most papers. (JDD)

ED 315 971 EC 222 724

Bruininks, Robert H.
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987 .
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 47p.
GRANT- G008430084
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Disabilities; Elementary Secondary Education; Environmental Influences; *Evaluation Methods; Intervention; Mainstreaming; Preschool Education; Research Methodology; *Student Evaluation; Student Placement
IDENTIFIERS- Adaptive Behavior Scales
The project sought to clarify the nature and structure of adaptive functioning and to address methodological issues in its assessment, in order to improve placement, evaluation, and instructional decision-making related to adaptive functioning. Project components included: (1) exploration of the structure of adaptive behavior; (2) comparison of adaptive functioning performance as a function of level of disability; (3) comparison of adaptive functioning performance as a function of level of educational service placement; (4) exploration of the effects of evaluator characteristics and evaluation format on adaptive functioning assessment; (5) exploration of the influence of environmental context and opportunity on adaptive functioning; and (6) exploration of the relationship between observed behaviors in natural environments and adaptive functioning assessment. For each component, this report provides a literature review and summarizes the results of several empirical investigations carried out by the project. A list of project reports, articles, presentations, and personnel is included. (JDD)

ED 316 001 EC 230 007

Thurlow, Martha L.; And Others
Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 49p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultation Programs; Elementary Education; *Home Programs; *Mild Disabilities; Parent Attitudes; Principals; Program Effectiveness; Program Evaluation; Remedial Reading; Student Attitudes; Teacher Attitudes; *Time on Task; *Tutorial Programs
IDENTIFIERS- *Social Validity
Social validity data were collected for three educational interventions designed to increase the academic engaged time of elementary special education students: (1) a reading tutorial intervention, (2) a special education consultation intervention, and (3) a home-based consultation intervention. A total of 29 students, 14 parents, 21 teachers, and 5 principals completed questionnaires. All three programs were rated as good instructional interventions, overall. Aspects often noted as important included the relationships of those involved in the intervention, adequate provision of time for discussion, and the screening of participants. Principals had minimal involvement in the intervention programs. Estimates of academic improvement due to the intervention, and willingness to participate in a similar program were varied. Appended are the outline of interventions presented to teachers before implementation as well as the social validity questionnaires for students, parents, and teachers, for all three interventions. 11 references. (DB)

ED 316 015 EC 231 112

Wagner, Mary
The School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 90
NOTE- 43p.; Prepared for Presentation at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Delivery Systems; Dropout Characteristics; *Educational Needs; Grades (Scholastic); *Learning Disabilities; *Mainstreaming; Potential Dropouts; *Regular and Special Education Relationship; Secondary Education; *Student Placement
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ
As part of the National Longitudinal Transition Study of Special Education Students (NLTS), this study examined characteristics of and educational programs and services provided to secondary students (N=589) classified as learning disabled (LD) in the 1985-86 school year. Difficulties in performing basic functional skills were identified in about half of the students. Average student IQ was 87. LD students were more likely than others to come from economically disadvantaged households. Students spent an average of 64% of instructional time in regular education classes suggesting that the regular education initiative has limited potential in increasing the mainstreaming of these students at the secondary level. Students were more likely to be mainstreamed for nonacademic or vocational courses than for academic classes. Most LD students were held to the same grading standard as nondisabled students in regular education classes, and generally were not provided direct services (beyond their special education classes) such as tutoring assistance. Neither were regular education teachers provided with substantial direct support for instruction of these students. Grade failure and subsequent dropping out were positively correlated with amount of time spent in regular education classes, independent of student ability level, IQ, or demographic characteristics. Contains 44 references. (DB)

ED 316 046 FL 018 361

Riddle, Wayne Clifton
Foreign Language and International Education: The Federal Role. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 20 Nov 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Budgeting; Degrees (Academic); Elementary Secondary Education; Federal Legislation; *Federal Programs; Foreign Countries; *Government Role; Higher Education; International Education; International Educational Exchange; *International Studies; Language Attitudes; Policy Formation; Program Termination; Public Opinion; *Public Policy; Retrenchment; *Second Language Programs
IDENTIFIERS- Elementary Secondary Education Act Title II; Europe (East); Fulbright Hays Act; Higher Education Act Title VI; Japan; USSR
Currently, the Federal Government provides funds to a variety of postsecondary foreign language and international studies education programs authorized under Title VI of the Higher Education Act (HEA). Elementary and secondary foreign language and international studies programs are authorized under Title II of the Elementary and Secondary Education Act, and additional postsecondary programs under HEA Title VI, but these are not currently funded. Related activities are also supported by the State Department's Soviet-East European Studies Program and the Japan-United States Friendship Commission. Critiques of both the quantity and quality of American education are commonplace. Individual analysts and study commissions have frequently concluded that requirements and offerings fall well below those in other major nations and below the level required for economic competitiveness and educational excellence. Concerns about inefficient program coordination, imbalances in attention paid to different world regions and languages, and limited or static funding are expressed frequently. Options for the future federal role in this area include: (1) termination of specific support, relying on general postsecondary aid and market forces to influence student decisions; (2) maintenance of current support; and (3) expansion and consolidation of federal aid. (MSE)

ED 316 061 FL 800 077

Shank, Cathy C.
Approaching the Needs of Adult Illiterate ESL Students.
PUB DATE- 1 Feb 86
NOTE- 35p.; Master's Research Paper, Georgetown University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Ability; Adult Basic Education; Adult Literacy; Age Differences; Cognitive Ability; Competency Based Education; Curriculum Design; Educational Strategies; *English (Second Language); *Illiteracy; Instructional Materials; Interlanguage; Language Acquisition; *Learning Processes; *Literacy Education; Prior Learning; Reading Instruction; Second Language Learning; *Student Needs; Teaching Methods; Transfer of Training
A review of literature on the learning processes and potential of adult students of English as a Second Language, not literate in their native language, looks at research in the following areas: (1) the differences between children and adults in language learning; (2) the effects of previous formal education on second language learning; (3) the effects of literacy on cognition; (4) the transfer of skills within and across languages; (5) the effectiveness of different types of instructional materials or approaches for literate as compared with non-literate individuals; (6) simplification and selection of texts; (7) meaning- versus form-centered instructional approaches; and (8) competency-based curricula. Research is recommended that focuses specifically on the education of illiterate adults. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 099 HE 023 212

Lopez-Emslie, Julia Rosa; Pages, Myrtha E. R.
Bilingual/Multicultural Education and Counseling Program.
American Association of State Colleges and Universities, Washington, D.C.; Eastern New Mexico Univ., Portales.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 36p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- G008635281
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Counselor Training; Elementary Secondary Education; *English (Second Language); Graduate Study; Higher Education; Limited English Speaking; Models; *Multicultural Education; Preservice Teacher Education; Program Descriptions; Second Language Instruction; *Spanish; State Universities; Teacher Supply and Demand
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Bilingual Multicultural Educ Counseling Program; *Eastern New Mexico University
Eastern New Mexico University's Bilingual/Multicultural Education and Counseling Program was established to train bilingual teachers for the underserved limited-English-speaking, Hispanic population of the area through undergraduate bilingual teacher training and graduate bilingual counseling and guidance training. Its primary objectives are to (1) provide financial resources to support student participation; (2) improve existing program offerings; (3) promote staff development, emphasizing advancement opportunities; (4) establish a close working relationship with the community; (5) include appropriate clinical experiences for student teachers; (6) involve parents in the educational process; and (7) meet licensure and other institutional and state requirements. Undergraduate instruction is in methodology for instruction of English as a Second Language, use of Spanish for instruction when necessary, linguistic competency in both English and Spanish, evaluation and assessment, culture, history and literature, and state-required core teacher competencies. The graduate component emphasizes development of counseling and guidance skills and working with parents to foster successful partnership with schools. The program has been sucessful and met its goals as of the second year of operation. (MSE)

ED 316 112 HE 023 225

Millward, Robert E.; Gerlach, Gail J.
Pre Teacher Assessment Project.
American Association of State Colleges and Universities, Washington, D.C.; Indiana Univ. of Pennsylvania, Indiana.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Millersville State Coll., Pa.; Slippery Rock State Coll., Pa.
PUB DATE- 89
NOTE- 11p.; Also funded by Matsushita Foundation. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Decision Making; Diagnostic Tests; Higher Education; Innovation; Interpersonal Competence; Leadership Qualities; *Learning Modules; Models; Oral Language; Planning; Preservice Teacher Education; Problem Solving; Program Descriptions; *Simulation; State Universities; Stress Management; *Teaching Skills; Testing Programs; Writing Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; College Sophomores; *Indiana University of Pennsylvania
The goal of the Pre Teacher Assessment Center is to give college sophomores a diagnostic assessment of their potential teaching skills across 13 skill dimensions felt to be prerequisites for teaching. The pre teacher assessment provides students with detailed information about potential teaching strengths and weaknesses and helps remediate deficiencies before college graduation. The center uses four simulation activities that can be administered to 12 to 60 participants during a one-and-a-half-day period. During the actual assessment, trained assessors observe students, score responses, and rate overall performance. At the conclusion, students are given a report of their score for each teaching skill. Skills assessed include problem analysis, strategic decision-making, tactical decision-making, written communication, leadership, stress tolerance, planning and organizing, oral communication, oral presentation, sensitivity, innovativeness, initiative, and monitoring. Following assessment, students are given the opportunity to use followup training modules to remediate weaknesses. Three modules addressing the dimensions of leadership, innovativeness, and sensitivity are currently available. (MSE)

ED 316 163 HE 023 288

The Minnesota Plan II for Improving the Academic Environment and Campus Climate for University of Minnesota Women Faculty, Administrators, and Academic Professional Staff. A Working Paper--December 1988.
Minnesota Univ., Minneapolis.
PUB DATE- Dec 88
NOTE- 9p.
AVAILABLE FROM- University of Minnesota, 424 Morrill Hall, 100 Church Street, S.E., Minneapolis, MN 55465.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Administration; College Faculty; Educational Planning; Equal Opportunities (Jobs); *Females; Higher Education; *Job Satisfaction; Long Range Planning; Minority Groups
IDENTIFIERS- Minnesota Plan II

The Plan addresses ways of creating and maintaining productive work environments for academic women at the University of Minnesota. The plan is intended to be flexible, yet sufficiently detailed to provide concrete ideas and direction to units working to establish more inspiring and hospitable workplaces for their faculty and staff. Its focus is on recruitment, retention, professional development, and recognition; instruction and curriculum restructuring; campus attitudes, norms, and values; and the institutional decision making and administrative accountability needed to mobilize the full potential of university women. Details are provided on: guiding principles of the plan; objectives of the plan; dimensions of the academic environment included in the plan (recruitment, retention, recognition, development, curriculum restructuring, institutional norms, values, and attitudes, institutional decision making, and administrative accountability); and implementing the plan (by the University Commission of Women and unit planning groups). (SM)

ED 316 177 IR 014 101

Reeves, Barbara
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Development; Educational Technology; Elementary Secondary Education; *Leadership Responsibility; *Leadership Training; Mathematics Instruction; *Program Implementation; Science Instruction; *Staff Development; *Technology Transfer
IDENTIFIERS- *Maryland State Department of Education
Technology has the potential to make a significant impact on education at all learning levels, but it will be only as powerful as the degree to which it is integrated effectively into the total instructional program. Educators responsible for effective instruction must assume leadership in achieving this goal. This paper describes the background, objectives, and activities of a program in the Division of Instruction at the Maryland State Department of Education (MSDE) that is designed to develop and enhance this leadership at both the state and the local level. Program objectives are to: (1) enhance the Division of Instruction staff's ability to provide leadership for Maryland local education agencies in improving curriculum, instruction, and learning through effective integration of appropriate technology and related software; (2) provide state-level leadership and technical assistance to the Maryland Education Project--a cooperative effort to improve mathematics and science instruction through the use of technology, involving the MSDE Potomac Edison Power Company, six local school systems, and five institutions of higher education--in meeting the same goals; and (3) provide instructional effectiveness leadership for the initiatives outlined in the MSDE Strategic Plan for Educational Technology. (Author/GL)

ED 316 207 IR 014 202

Herman, Joan
Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 81p.; For a related document, see TM 014 568.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Decision Making; Educational Improvement; Elementary Secondary Education; *Evaluation Utilization; *Information Needs; *Information Utilization; Literature Reviews; *Management Information Systems; Microcomputers; Organizational Climate; Principals; Teachers
IDENTIFIERS- *Multilevel Evaluation Systems Project CA
The Multilevel Evaluation Systems Project is exploring the requirements for information systems that could help teachers and administrators sort through, analyze, and apply comprehensive information about their students, community, instructional processes, and outcomes to improve their schools. Toward this end, a multi-disciplinary literature review was conducted to identify guiding principles for system design and implementation. The direction of the literature review was shaped by Lucas' observation that the major reason information systems fail is that designers concentrate on technical aspects while they overlook users' organizational behavior and needs. The major research literature covered includes teacher planning, evaluation utilization, information representation and decision making, computers and user friendliness, management information systems, and cognitive psychology. The rationale for selecting these major areas is described, and the conclusion summarizes the major principles and implications suggested by the research. The summary includes 10 guiding principles and an accompanying checklist of planning and review questions for the design and implementation of a maximally useful information system. (63 references) (GL)

ED 316 222 IR 014 222

Appleton, A. S.; And Others
Improved Teaching Excellence by Using Tutored Video Instruction: An Australian Case Study.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the EAIR Forum (11th, Trier, West Germany, August 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Intermode Differences; *Student Attitudes; Tables (Data); Teacher Attitudes; Tutors; *Videotape Recordings
IDENTIFIERS- Capricornia Institute Advanced Educ (Australia)

This paper describes the Tutored Video Instruction (TVI) technique, which uses videotaped lectures and student interaction in the presence of a tutor for instruction to small groups at branch campuses of the Capricornia Institute of Advanced Education (Australia). The development and operation of TVI, including staff briefing and preparation, production of the videotapes, and the role of the tutor, are covered. Costs of the system are presented, and staff and tutor reactions to the use of TVI are discussed. Student performance with TVI at branch campuses is compared with the performance of main campus students in the same subjects. Data on student reasons for enrolling at a branch campus, their reactions to the use of TVI, and their perceptions of the quality of the system are summarized. Based on analyses of the data, the following conclusions are offered: (1) TVI is cost effective if branch campus students progress to the main campus; (2) branch campus students were generally positive about TVI although it is not their preferred mode of delivery; (3) staff reactions to the use of TVI were positive; and (4) use of this technique may lead to an improvement in the quality of lecture delivery and student flexibility of learning. Six references are listed. (Author/MES)

ED 315 928 EC 222 040

Doyle, Beverly; West-Tackett, Marsha
Placement in the Least Restrictive Environment (LRE).
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 41p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Legal Responsibility; *Mainstreaming; Normalization (Handicapped); Parent Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Preschool Education; *Student Placement
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilties; focus in on placement in the least restrictive environment. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the definitions of terms related to placement recommendations, (2) identify program placement and services options, (3) examine the legal issues surrounding least restrictive environment, (4) examine barriers to placement in the least restrictive environment and possible solutions to those barriers, and (5) develop skills in contributing to the program placement recommendation process. A bibliography identifies seven books, magazines, or other resources. (DB)

ED 316 031 FL 018 344

Salazar, Jesus; Heishi, Miyeko
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Feb 88
NOTE- 275p.; Portions of Appendices C and D contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Communicative Competence (Languages); *Curriculum Development; *English (Second Language); *Grouping (Instructional Purposes); *Language of Instruction; Limited English Speaking; Mathematics; Program Effectiveness; Program Evaluation; Reading; School Districts; Secondary Education; Self Esteem; Spanish Speaking; Speech Communication; Staff Development; Transitional Programs; Writing Instruction
IDENTIFIERS- *Los Angeles Unified School District CA; Sheltered English
The Eastman Curriculum Design Project was intended to replicate, in seven selected schools, the modified bilingual education program implemented successfully at the Eastman Avenue Elementary School. Program features include: grouping by language proficiency for core subject instruction; separation of languages (no translation or concurrent teaching in two languages); introduction of sheltered English for limited-English-proficient (LEP) students; a balanced curriculum for all students, regardless of language proficiency; emphasis on communicative English; transitional reading program for Spanish-speakers; and emphasis on oral English for both LEP and English-speaking students. Program evaluation showed the following results: staff development was effective in helping teachers implement instructional activities; concurrent instruction decreased from 33% to 3% after one year, in comparison with 29% at other schools; academic gains are likely to be gradual, becoming apparent after 3-5 years; former LEP students transitioned into mainstream instruction (reclassified as fluent English proficient or FEP) outperformed counterparts at other schools in reading and math; project teachers and parents were more satisfied than others with the instructional program; and reclassified FEP students had the highest self-esteem scores of all language classification students at any school. Tables, figures, instruments and training schedules are appended. (MSE)

ED 316 074 HE 022 965

Bensimon, Estela M.; And Others
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
REPORT NO.- ISBN-0-9623882-0-3
PUB DATE- 89
NOTE- 121p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Guides; *Administrators; *College Administration; College Planning; *College Presidents; *Higher Education; Institutional Role; *Leadership; Leadership Qualities; Leadership Responsibility; Politics of Education; Theories
An integration and synthesis of the theoretical literature on leadership with the literature concerning higher education as a social institution is presented. The literature on a conceptual explanation of leadership is reviewed and related directly to higher education and its sociological and organizational uniqueness. The first four of the report's five sections discuss the following topics and subtopics: (1) the contemporary context and calls for leadership (constraints in responding to the calls for leadership and overcoming constraints to leadership); (2) conceptual explanations of leadership (theories and models of leadership and organizational theory and images of leadership); (3) higher education and leadership theory (trait theories, power and influence theories, behavioral theories, contingency theories, cultural and symbolic theories, and cognitive theories); and (4) higher education and organizational theory (the university as bureaucracy--the structural frame, the university as collegium--the human resource frame, the university as political system--the political frame, the University as organized anarchy--the symbolic frame, the university as cybernetic system, and an integrated perspective of leadership in higher education). The fifth and final section, Overview and Integration, discusses the effectiveness of leadership, cognitive complexity, transformational and transactional leadership, leadership paradigms, thinking about leadership, and an agenda for research on leadership in higher education. The report contains approximately 250 references. (SM)

ED 316 125 HE 023 238

Hoder-Salmon, Marilyn
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
American Association of State Colleges and Universities, Washington, D.C.; Florida International Univ., Miami.
SPONS. AGENCY- Center for International Education (ED), Washington, DC
PUB DATE- 89
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- G008740017
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Higher Education; *International Programs; Models; Program Descriptions; Seminars; *Sex Role; *Social Change; State Universities; *Womens Studies
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Florida International University; India
In July 1988, 14 Florida scholars traveled to India on a 6-week followup of a 1976 project on the status of women in India. Headquartered in Madras (India), the group also studied in 12 other locations. A pre-departure orientation program included lectures on health and related issues, a discussion of life in an Indian village, films, and slides of the 1976 seminar. Activities in India included meetings with educators and researchers on women's roles, education, work, social life and cultural practices, political history, and topics of special interest to group members; and visits to related organizations and locations. Program results include enhanced teaching and scholarship, participation in a variety of conferences, development of an anthology of essays based on the experiences in India, a bibliography, a slide show for use by academic institutions, increased library holdings at Florida International University, and collegial and scholarly exchanges. (MSE)

ED 316 137 HE 023 250

Towne, Violet A.
Using Computer Graphics in the 90's.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Utica/Rome. Inst. of Technology.
SPONS. AGENCY- State Univ. of New York, Albany.
PUB DATE- 90
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- 235-60380
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Graphics; Curriculum Development; Demonstration Programs; Desktop Publishing; Higher Education; Inservice Teacher Education; Microcomputers; Models; Program Descriptions; *Public School Teachers; Secondary School Curriculum; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Computer Aided Design; Sauquoit Valley Central School (NY); *State Univ of NY Inst of Technology Utica Rome

Computer-Aided Design, a hands-on program for public school teachers, was first offered in the summer of 1987 as an outgrowth of a 1986 robotics training program. Area technology teachers needed computer-aided design (CAD) training because of a New York State Education system transition from the industrial arts curriculum to a new curriculum in technology. To meet this need, the State University of New York Institute of Technology at Utica/Rome, in conjunction with Sauquoit Valley Central School, designed a two-week training program to prepare secondary school technology teachers to teach CAD. The program has gained popularity each year, expanding from the original Basic CAD training course to include an advanced class and a course in desktop publishing and presentation graphics. Over 110 teachers have completed the program for 44 hours of inservice training. In this collaborative effort, the schools involved provided experienced and knowledgeable instructors and classrooms with microcomputers, industry provided participants with an overview of practical CAD applications by allowing teacher observation of their operations, and government provided financing. The program has proved effective in keeping teachers current with computer technology and has provided teachers the opportunity to share classroom successes and learn from each other. (Author/MSE)

ED 316 149 HE 023 274

Harrell, Brenda McCane
Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.
PUB DATE- Jul 87
NOTE- 42p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Faculty; *Curriculum Development; Curriculum Guides; *Educational Planning; Health Services; Higher Education; *Laboratory Training; Nursing; *Nursing Education; Student Teaching
A practice laboratory for writing nursing care plans to be utilized by first-year nursing faculty members was developed. Six first-year instructors of the Long Beach City (California) College Associate Degree Nursing Program were the participating panel of experts. A thorough literature review was conducted to obtain guidelines for writing nursing care plans. Each step in the process of developing the practice laboratory was presented to the experts for review, and materials were revised in accordance with their recommendations. The learning activities were also developed from the content taught in the courses, Homeostasis, Major Health Problems, and Developmental Levels. Recommendations included: the practice laboratory be used in the spring of 1988; the curriculum be evaluated to incorporate practice laboratories for writing nursing care plans in the second-year of the nursing program; provisions be made for validating the use of the practice laboratory after one year; and review of the curriculum be made to determine if the laboratory could become a credit course. The nursing care plan and skills laboratory are appended. Tables are included. The document contains 23 references. (SM)

ED 316 193 IR 014 181

Bright, George W., Ed.; Grigassy, Mary Louise, Ed.
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
Texas Computer Education Association, Lubbock.
PUB DATE- Mar 89
NOTE- 244p.; For the proceedings of the 1988 conference, see ED 315 044. Variable type fonts throughout.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Computer Literacy; Computer Science Education; *Computer Software; *Computer Uses in Education; Desktop Publishing; Elementary School Curriculum; Elementary Secondary Education; Higher Education; *Language Arts; *Mathematics Instruction; *Microcomputers; Science Education; Social Studies; Special Education
IDENTIFIERS- *Texas Computer Education Association
This proceedings compilation presents papers on administration, computer literacy, computer science, desktop publishing, elementary education, hardware and software, language arts, mathematics, media, music and art, science, social studies, and special education. The 130 papers are arranged alphabetically by author's name and a subject index listing by author is provided. (GL)

ED 316 238 IR 053 088

Petty, Johnese, Comp.
Model Acts and Regulations. Metrodocs Monograph Two.
Metrodocs, Oklahoma City, OK.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Depository Libraries; *Government Publications; Higher Education; Indexes; Library Cooperation; Periodicals; Public Libraries; *Public Policy; *State Legislation; State Programs
IDENTIFIERS- *Legal Information; Oklahoma

Metrodocs, an informal library cooperative in the Oklahoma City Metropolitan area consisting of eight academic and public depository libraries, produced this compilation of model acts, legislation, statutes, and ordinances--i.e., those that have been promulgated in order to satisfy a demand for legislation covering a particular subject in a substantial number of states. This collection was designed for in-house use at Metrodocs libraries, and is not exhaustive; rather it serves to locate model acts and regulations identified in the course of normal operations. The documents listed in this keyword index originate from a variety of law journals and government documents, and may not be otherwise indexed in the standard sources for locating model legislation--e.g., "Handbook of National Commissioners on Uniform State Laws," "Suggested State Legislation," "Martindale-Hubbell Law Directory," and "Uniform Laws Annotated." Most of the documents can be found through the Oklahoma Department of Libraries. Organized alphabetically, each entry lists between 1 and 4 model acts and regulations for each of the 152 subjects areas covered. Entries are cross-referenced. (SD)

ED 316 265 IR 053 141

A Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
Southern Maine Library District, Portland.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Atlases; Check Lists; *Community Information Services; Dictionaries; Directories; Encyclopedias; Indexes; *Library Collection Development; *Library Material Selection; Library Planning; Maps; *Public Libraries; Reference Services; Research Tools; User Needs (Information)
IDENTIFIERS- *Maine

This reference list was compiled to offer Maine librarians who serve communities with the resources of small- or medium-sized libraries a starting point to assess their reference collections for breadth and depth. Initially based on a list distributed by the Vermont Department of Libraries in 1987, this guide evaluates reference materials on the basis of their timeliness, effectiveness in responding to frequently asked questions, and reasonable cost. It is recommended that reference works be chosen using the same standards as for other nonfiction--i.e., currency, accuracy, authoritativeness, and ease of use. Librarians are also advised to analyze the particular needs of their community's information users before selecting books from this list. Each entry includes the book's title and author, other bibliographic information, availability (where appropriate), and cost. Three basic tools that can answer many common reference questions are highlighted: a multi-volume encyclopedia, a current world almanac, and an all-purpose dictionary. Seventeen other basic reference works are also described, including maps, telephone directories, and books of quotations. Sixteen reference works to supplement the basic 20 sources--e.g., literature guides, travel guides, and law dictionaries--are discussed. A checklist with titles of 17 Maine and local community resources concludes the guide. (SD)

ED 315 943 EC 222 093

Gifted Education: A State Plan for New Jersey.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Jul 87
NOTE- 35p.
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 West State St., Trenton, NJ 08625 ($3.25 prepaid, make payable to: Treasurer, State of New Jersey).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Needs Assessment; Program Development; *State Departments of Education; State Programs; *Statewide Planning
IDENTIFIERS- *New Jersey

This state plan identifies New Jersey Department of Education activities for assisting local school districts in designing educational programs to meet the needs of intellectually and academically gifted students. The plan begins with an identification of needs in the area of gifted education, focusing on the need for multiple measures for student identification, differentiated programs, staff training, and a sound evaluation design. Four department goals are then discussed, along with objectives and evaluation plans: (1) providing statewide leadership in gifted education, (2) providing assistance to districts through training and dissemination of materials, (3) assessing the current status of gifted education and providing information concerning relevant developments in the field, and (4) encouraging public support for and community awareness of gifted education. The document concludes with a timeline for plan implementation, a historical review of gifted education in New Jersey, and a bibliography. (JDD)

ED 315 986 EC 222 740

Easterbrooks, Susan R., Ed.; Miller, Daniel L., Ed.
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
Jacksonville State Univ., Ala.
PUB DATE- Jul 89
NOTE- 70p.; The Interpreter's Manual was compiled by Horace Carson.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; College Faculty; College Programs; College Students; *Deaf Interpreting; Faculty Handbooks; *Hearing Impairments; Parent Education; Postsecondary Education; *Student Responsibility; *Teacher Role; Teacher Student Relationship; *Visual Impairments
Four handbooks from the Jacksonville State University (Alabama) Postsecondary Program for Sensory Impaired are brought together: an interpreters' manual, parents' manual, student handbook, and faculty handbook. The interpreters' manual offers guidelines and clarifies the expectations and responsibilities of interpreters/transliterators, who play a critical role in mainstreaming hearing impaired students in one or more classes. The manual contains a statement of philosophy and mission as well as information on hiring procedures, orientation, assignment to classes, the interpreter's role, interpreter ethics, student tests, student absence, and interpreter's health and professional growth, and includes forms for evaluating interpreters. The parents' manual contains a brief history of the program, an explanation of its philosophy and mission, a statement of student responsibility, and a description of the levels of service offered. The student manual provides similar information, with more detailed information about student responsibilities involved in preparing for classes and using notetaker support, tutoring support, interpreter support, reader support, and technical equipment. The faculty handbook offers suggestions for classroom procedures for students with hearing or visual impairments. The suggestions cover: seating, notetaking, use of audiovisual materials, classroom participation, texts, assignments, field trips, internships, and testing. A glossary and a short bibliography are appended. (JDD)

ED 316 087 HE 023 200

Freshman General Studies Thematic. 1973-.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Chico.
PUB DATE- 89
NOTE- 118p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261. Three attached pages contain poor quality dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Freshmen; Curriculum Design; Field Trips; *General Education; Higher Education; Interdisciplinary Approach; Liberal Arts; Models; Program Costs; Program Descriptions; Scheduling; State Universities; *Teaching Methods; Team Teaching; *Western Civilization
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Chico; Freshman General Studies Thematic; Learning Environment

The Freshman General Studies Thematic Program (GST) at California State University, Chico was established in 1973 to create a general education program for freshmen and to give faculty the opportunity to explore innovative teaching methods. What resulted was a 33-unit, year-long interdisciplinary course for 36 well-motivated, well-prepared students that meets at least 3 hours a day, 5 days a week. It is team taught by five or six faculty from various departments. The curriculum is a Western Civilization course beginning with human evolution and ending with the contemporary world and the future. The historically-arranged curriculum includes history, performing and plastic arts, literature, philosophy, economics, and natural and social science. Because GST is the students' entire academic load, it allows for field trips and other educational experiences often precluded by scheduling conflicts. An unforeseen program benefit has been creation of a supportive and positive environment for freshmen. Personnel requirements are five or six faculty sharing 2.2 full-time positions and one work-study student. The operating budget is $5,000 plus $1,300 for the work-study student. Much of this document consists of student materials including an introduction to the GST program and its components, syllabus, and schedule. (Author/MSE)

ED 316 178 IR 014 123

Turnbull, Amelie Joy
Distance Education--The Trend Setter.
PUB DATE- Jul 87
NOTE- 15p.; Paper presented at the Symposium on Distance Education by Design (Edmonton, AB, Canada, July 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Administration; Correspondence Study; Delivery Systems; *Distance Education; Educational Technology; Educational Trends; Equal Education; Foreign Countries; Individualized Instruction; *Interaction; Multimedia Instruction; *Services
IDENTIFIERS- *Alberta Correspondence School
The quality of distance education is becoming more widely recognized in Canada and a greater number of students are opting for this means of furthering their education. In an effective distance education techno-system which focuses on the student, five essential characteristics can be identified. Such a system will be accessible; flexible; user-friendly (with a high degree of interaction and adequate support systems); eclectic (employing a variety of media, teaching strategies, and delivery systems); and egalitarian. The Alberta Correspondence School's operations reflect these requirements and can be considered in terms of three subsystems--materials, support, and administration--that have a combined purpose of meeting students' needs. The school has the capacity to produce instructional materials in a variety of media, e.g., print, audio, video, and computer courseware. Support services include the use of travelling teachers, face-to-face meetings between teachers and students, periodic group seminars, and teleconferencing. Other support services, such as academic counselling, guidance, and diagnostic testing, are limited. Delivery of educational programs and services has been facilitated through the use of a special mailing system; a study center which handles telephone inquiries, in-person registration, and testing facilities; the use of community resources where shop or laboratory facilities are not available; a computer network; and automated office systems for processing student registration and tracking student progress. (10 references) (GL)

ED 316 252 IR 053 108

Smith, Ruth S.
Cataloging Books Step by Step. CSLA Guide No. 5.
Church and Synagogue Library Association, Bryn Mawr, Pa.
REPORT NO.- ISBN-0-915324-11-3
PUB DATE- 77
NOTE- 31p.; For other guides in this series, see IR 052 107-110.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cataloging; Classification; Filing; Glossaries; Indexing; *Library Catalogs; Library Materials; *Library Technical Processes; Special Libraries; *Subject Index Terms; Typewriting
IDENTIFIERS- *Church Libraries; Dewey Decimal Classification; *Synagogue Libraries
Designed as a beginning, how-to guide, this handbook lists 20 short steps to cataloging library materials for a church or synagogue library. The guide opens with a history and a brief explanation of the Dewey Decimal System, with special attention given to the divisions and subdivisions that fall under the category "Religion." Several references on the Dewey Decimal System are recommended for further reading. The section on step-by-step processing covers initial procedures such as opening the book properly, collating the book, and stamping the library name in it before progressing to the more complicated tasks of selecting subject headings (from the Sears List of Subject Headings), typing the catalog cards, and keeping statistics. Following the 20 processing steps are 14 sample catalog cards showing: (1) the back and front of a work card; (2) main entry cards; and (3) a card set, including author, title, subtitle, subject, and series; and (4) a shelf list card among others. A glossary of 38 common cataloging terms is included. (SD)

ED 316 278 JC 900 138

Lapin, Joel; Linksz, Donna
Catonsville Community College Factbook: January 1990.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- Jan 90
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advisory Committees; Budgets; College Graduates; Community Colleges; Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditures; *Institutional Characteristics; Philanthropic Foundations; *School Demography; School Personnel; School Statistics; *Student Characteristics; Two Year Colleges; Two Year College Students
This statistical factbook provides information on student demographics, employees, budget, organization, graduates, programs, enrollments, grants, and the foundation on Catonsville Community College (CCC). An additional section provides parallel information on Carroll Community College where available. The first section focuses on college data, including an operating calendar, an employee profile, and information on the physical plant, library holdings, and budgetary concerns. The second section provides data on the characteristics of fall and winter credit students, graduates, financial aid recipients and awards, and credit-free students. The third section offers data on credit-free enrollment patterns, selected discipline/departmental enrollment by number of sections, headcount enrollment, full-time equivalency, and credit-free enrollment patterns. The fourth section presents information on resource development and external connections, examining the CCC foundation and board of directors, foundation assets, and numbers of scholarships and grants awarded. This section also contains information on external environmental factors, such as estimates of the Maryland population by race, region, political subdivision, age, and sex. The final section describes Carroll Community College, following the same general outline as the CCC information. (JMC)

ED 315 902 EA 021 657

Carnoy, Martin; MacDonell, Jean
School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 31p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($7.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Principals; *School Based Management; School Districts; *Teacher Administrator Relationship
IDENTIFIERS- *Educational Restructuring; *Santa Fe Public Schools NM
The administration of the Santa Fe, New Mexico, School District is gradually moving toward school-based management. The document describes how these changes occurred and what impact they have on the way teachers deliver education. This paper draws from interviews of Santa Fe personnel conducted in April 1987 and March 1988. The information was updated in the spring of 1989. The analysis shows that school-based management in Santa Fe has meant reducing significantly the number of district office administrators and changing the nature of teacher-principal roles. There is support for such change among teachers and parents. Teacher innovation seems to produce an atmosphere of excitement about learning and may increase the effectiveness of educational resources in producing learning. But there is also resistance, not only because of existing hierarchies but because school-based management requires voluntary time from teachers and principals on top of already heavy demands. If, in addition, the restructuring begins shifting educational resources to at-risk pupils, the more vocal, higher-income parents may push to alter the nature and spirit of such change. (Author/SI)

ED 315 915 EA 021 677

Meyers, Kenneth; Paulas, George
The Principal and Discipline. Elementary Principal Series No. 5.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-441-3
PUB DATE- 89
NOTE- 32p.; For other documents in the series, see EA 021 673-678.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Corporal Punishment; Discipline; *Educational Environment; Elementary Education; *Participative Decision Making; *Principals; *Self Control; *Teamwork
IDENTIFIERS- *Beginning Principals
The fifth of six volumes in the "Elementary Principal Series," this booklet clarifies the principal's leadership role in developing an effective school discipline policy that stresses staff involvement and student self-control. As team leader, the principal works with staff to establish standards and insists that they be enforced. A principal sets the discipline tone by being highly visible. Developing an effective discipline plan requires staff and parent input and familiarity with relevant professional literature. The principal may also consider commercially available programs such as Assertive Discipline, the Hunter behavior management system, or William Glasser's 10-step process requiring students to evaluate their own behavior. Any plan must be tailored to a school's specific needs and be consistent with district policies. Tips are provided for helping teachers maintain effective discipline, working with parents on discipline problems, working with difficult children, and dealing with legal and parental considerations regarding corporal punishment. Some common-sense guidelines for schools allowing corporal punishment are also included. (18 references) (MLH)

ED 315 929 EC 222 041

Ryan, Barbara; West-Tackett, Marsha
Socialization and Sexuality for the Developmentally Disabled.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 49p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Compliance (Legal); *Developmental Disabilities; Elementary Secondary Education; Inservice Teacher Education; Interpersonal Relationship; Normalization (Handicapped); *Parent Education; *Parent Participation; Preschool Education; Quality of Life; *Sex Education; *Sexuality

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on socialization and sexuality of the developmentally disabled. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become aware of issues regarding social and sexual development, (2) examine issues related to quality of life, (3) explore common myths concerning sexuality and individuals with developmental disabilities, (4) identify problems associated with withholding sex education for individuals with developmental disabilities, (5) become familiar with legal mandates for sex education, (6) share the goals of providing sex education for individuals with developmental disabilities, and (7) become familiar with some resource materials. A bibliography identifies four books, magazines, or other resources. (DB) (DB)

ED 315 958 EC 222 709

Gilman, David Alan; Sousa-Roy, Pramila
A Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 89
NOTE- 75p.; For related document, see EC 222 710.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Delivery Systems; Elementary Education; Enrichment Activities; *Gifted; Instructional Effectiveness; Performance Factors; *Program Effectiveness; *Resource Room Programs; *Special Classes; Student Evaluation; *Talent; Writing Improvement
In order to evaluate the most effective delivery format for providing gifted/talented education, 247 elementary students in gifted programs in Evansville, Indiana, were divided into experimental students, who received instruction in self-contained classrooms of fellow gifted students, and control students, who received instruction in a pull-out program. Pre- and post-measures (about 8 months apart) on the Developing Cognitive Abilities Test (DCAT), writing samples, collage drawings, and post-test measures for the Indiana Statewide Test of Educational Progress (ISTEP) and the California Achievement Test (CAT) measured students' progress. Results from the DCAT and the collage drawing showed highly significant differences favoring the self-contained classroom format. Analysis of the writing samples showed some advantage for the control group. No substantive significant differences were found on the ISTEP or the CAT. Based on the number of significant differences that favored the self-contained classroom, it was concluded that this seemed to be the more effective format, but careful attention is recommended to determine how writing scores can be improved in that kind of format. It is also recommended that other delivery models, such as in-class enrichment, be considered. The major portion of the report is composed of statistical results from the assessment instruments and examples of student materials. Contains 10 references. (JDD)

ED 315 972 EC 222 725

Haring, Norris G., Ed.
Generalization for Students with Severe Handicaps.
Washington Univ., Seattle. Washington Research Organization.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-295-06807-9
PUB DATE- 88
NOTE- 219p.; For related documents, see ED 249 737-738, ED 265 695, and ED 287 270.
CONTRACT- 300-82-0364
AVAILABLE FROM- University of Washington Press, P.O. Box 50096, Seattle, WA 98145 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Generalization; Instructional Effectiveness; *Severe Disabilities; Skill Development; *Training Methods; *Transfer of Training
IDENTIFIERS- *Decision Rules

The first section of this book presents an overview and history of the problem of skill generalization among students with severe handicaps. Researchers review empirically based strategies proposed to remedy the problem, discuss the characteristics and foundations of decision rules which can be used to determine which strategy will work best in a given situation, describe a study which evaluated whether decision rules would increase the effectiveness of generalization strategies, and describe a study which assessed whether strategies matched to student performance via decision rules would result in more generalized skills than strategies selected counter to decision rules. The second section of the book is designed to guide practitioners in the implementation of a systematic approach to generalization, which involves carefully assessing skills for generalization and writing objectives, teaching for acquisition and generalization, probing for generalization during and after instruction, using decision rules to identify generalization problems, implementing strategies as indicated to solve problems, and reprobing until generalization is achieved. Extensive references are provided for most chapters. (JDD)

ED 316 002 EC 230 008

Kolucki, Barbara
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-939986-61-5
PUB DATE- 89
NOTE- 76p.; Produced by the International Exchange of Experts and Information in Rehabilitation.
AVAILABLE FROM- World Rehabilitation Fund, 400 East 34th Street, New York, NY 10016 ($5.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Change; *Childrens Television; Consultation Programs; Cultural Differences; *Developing Nations; *Disabilities; *Mass Media; Program Development; *Television
IDENTIFIERS- *Attitudes Toward Disabled; Hong Kong; India; Pakistan; Sesame Street

The manual describes a variety of media approaches in the United States, Hong Kong, India, and Pakistan to changing attitudes toward the disabled. Four principles of media communications are stressed: (1) children's television is an important vehicle for changing attitudes; (2) it is vital to know the audience; (3) active participation by the target audience is the goal; and (4) begin with the indigenous structures of any culture. First, development of a disability awareness component for the American television program, Sesame Street, is reviewed. Among Hong Kong activities described are: the Festival of Arts with the Disabled, the International Arts Symposium, cable television, the Television Magazine format series, and the Children's Media Workshop. Indian programs described include: a workshop with the Central Institute for Educational Technology; a workshop on Childhood Disability; and a UNICEF consultancy. Activities in Pakistan include production of public service announcements, a photography project, a Workshop on Media and People with Disabilities, and an in-house UNICEF workshop on children and the media. Commentaries on the manual are provided by Robert Ruffner, formerly with the President's Committee on Employment of People with Disabilities, Louise Duval of the Department of Anthropology and Sociology of Fordham University, and Sandra Gordon of the National Easter Seal Society. (DB)

FL

ED 316 016 FL 018 203

Wicke, Rainer E.
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO.- ISBN-0-7732-02-1808
PUB DATE- Jan 89
NOTE- 17p.; Illustrative materials present various legibility problems.
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiotape Recordings; Classroom Techniques; Cultural Awareness; *Culture Contact; Drama; *German; Instructional Materials; Interviews; *Letters (Correspondence); *Realia; Second Language Instruction; Second Language Learning; Teaching Methods; Telephone Communications Systems; *Videotape Recordings
IDENTIFIERS- *Conference Calls
This guide is a summary of ideas for enhancing the teaching of German through direct contact with Germany or German people without traveling abroad. The following ideas are highlighted: (1) correspondence (pen pals) with students in Germany; (2) audiotape recordings as an alternative to letter writing; (3) the exchange of videotape recordings with a classroom in Germany; (4) using realia; (5) inviting a native speaker to class; (6) visiting a local German institution (i.e., restaurant or business); (7) producing a German play; and (8) conference calling. (VWL)

ED 316 062 FL 800 079

Bentson, Marilyn
Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
Tacoma Community House, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 83
NOTE- 83p.
AVAILABLE FROM- Tacoma Community House Training Project, Box 5107, Tacoma, WA. 98405 ($4.00 plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *English (Second Language); *Literacy Education; Needs Assessment; *Program Administration; Program Development; *Refugees; Second Language Instruction; Student Needs; Student Placement; *Tutoring; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- Tacoma Community House WA; Washington
The handbook contains ideas, worksheets, and sample forms to assist in the administration of volunteer programs teaching English as a Second Language (ESL) to refugees. Chapters address: (1) planning (finding a coordinator, planning the program, assessing the need, and defining the volunteer's job); (2) recruitment (locating volunteer teachers, gathering volunteer data, and interviewing); (3) training (making arrangements and providing program orientation); (4) placement (locating students, gathering student data, assessing student language needs, connecting student with tutor, and keeping records); and (5) recognition (expressing appreciation in a variety of ways, the exit interview, and program evaluation). Appended materials include a list of volunteer ESL programs in Washington assisted by the Tacoma Community House; a list of state-funded refugee classes in Washington; a 55-item bibliography of ESL texts, supplementary materials, vocational ESL texts and materials, sources of background information, and Indochinese refugee education guides, with publishers' addresses; and checklists of state literacy objectives. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 100 HE 023 213

Biggerstaff, Ed
Centers for Enhancement of Education.
American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ. - Stout. School of Education and Human Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (DHEW), Washington, D.C.
PUB DATE- Sep 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Clinical Experience; College Students; Counseling Services; *Disabilities; Employment Services; *Faculty Development; Graduate Students; Higher Education; Independent Living; Job Placement; Models; Program Descriptions; *Rehabilitation; *Research and Development Centers; State Universities; Testing
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Center for Enhancement of Education; *University of Wisconsins Stout

The Center for Enhancement of Education organizes seven specialized centers within the School of Education and Human Services to provide faculty and students with the opportunity for research, development, and public service activities that complement and supplement classroom teaching. Each of the seven centers stresses one of the following functions: (1) provide assessment and training of the disabled for independent living; (2) apply technology to help individuals with disabilities in solving or alleviating vocational and other problems; (3) offer marriage and family counseling and psychological assessment and counseling; (4) collect, develop, and disseminate information in vocational rehabilitation; (5) serve both disabled individuals and industry in placement and retention of the disabled; (6) conduct research and short-term training on issues related to transitional, sheltered, and alternative employment models; and (7) provide assessment services for persons with disabilities. The centers allow students to experience a full range of professional experiences and provide a stimulating environment for faculty growth and development. They also provide direct services to individuals in need. All are fiscally self-sustaining and are gaining international recognition. (MSE)

ED 316 164 HE 023 289

MacCuish, Donald A.
Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Planning; *Educational Theories; *Foundations of Education; Higher Education; *Instruction; Instructional Development; Models; Student Educational Objectives
IDENTIFIERS- Beauchamp (George)
George Beauchamp's 1968 book, "Curriculum Theory," stresses the importance of developing subordinate constructs, or theoretical relationships, with other components of education, until ground rules are laid down through meanings ascribed to the term "curriculum". According to Beauchamp, theories have three functions: to describe what is going on, help predict what will happen in given situations, and explain things that have already occurred. Beauchamp's four levels of theories are: categories of theories; theories in the applied areas of knowledge; subtheories in applied areas; and sublevels to the theories within the applied areas. The Course Development Model ties curriculum and instruction together and is based on Beauchamp's ideas concerning curriculum theory. It states that faculty should use course descriptions contained in college/university catalogues to develop their course objectives. From course objectives, they should develop their tests based on a taxonomy of educational objectives to ensure that materials being evaluated are being done using the correct instrument. Figures are included. This document contains 4 references. (SM)

ED 316 194 IR 014 182

Ming, Marilyn
Telephone-Tutoring in Distance Education.
PUB DATE- May 88
NOTE- 9p.; For reports on the development of the Rural Library Training Project, see ED 257 466, ED 265 869, ED 272 210, and ED 289 521.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correspondence Study; *Distance Education; *Dropout Prevention; Foreign Countries; Instructional Development; Job Training; *Library Personnel; Pacing; *Social Influences; Student Attitudes; Teleconferencing; *Telephone Instruction
IDENTIFIERS- Alberta; *Learner Control
The pro-active telephone-tutored delivery mode developed by the Southern Alberta Institute of Technology's Rural Library Training Project provides a model for increasing the completion rate of traditional correspondence courses, relieving the isolation factor associated with correspondence, and providing pacing while still allowing flexibility for the learner. In order to make this delivery mode successful and cost effective, several factors were incorporated: (1) the establishment of a schedule for assignments and telephone calls; (2) the development of a student handbook to explain all procedures and expectations and the incorporation of the study of this handbook into the first required course; (3) the development of a general instructor handbook and of instructor handbooks for each course that contain directions for dealing with the students and the materials specific to the course; and (4) the development of structured course materials that incorporate specific activities for follow-up by the tutors, as well as self-tests, assignments, and behavioral objectives. The success of this delivery mode has been measured by completion rates of 94.6% overall, satisfactory achievement as measured by final course grades, acceptable cost, and self-reported student satisfaction. (The address and telephone number of the project coordinator are included as well as lists of supplementary documentation.) (Author/GL)

ED 316 208 IR 014 203

Information Technologies in Education. The Quest for Quality Software.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- 89
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clearinghouses; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Higher Education; International Cooperation; *Teacher Education

In a number of Organization for Economic Cooperation and Development (OECD) member countries, a vast amount of educational software covering the major school subjects is now available. Educational authorities or independent non-profit bodies have set up clearinghouses or centers for the review and evaluation of educational software. In 1988, the Centre for Educational Research and Innovation (CERI) undertook a survey of the major centers existing in OECD countries and released the results in a report which was discussed at an international seminar of member countries' representatives and experts held in Paris in 1988. This book presents a revised version of the report and the main conclusions of the seminar. Although it is primarily focused on software review and evaluation, it is also concerned with interrelated strategies linked to educational software--in particular teacher training--for the successful introduction of information technologies in education. The book stresses the necessity for government support and international cooperation if the full educational potential of information technologies is to be realized. The first of six chapters addresses computers as teaching and learning resources and the complex issue of software, while the second discusses the quality and types of educational software. The process of software review and evaluation in each of 15 OECD countries is outlined in the third chapter, and a more detailed consideration of the nature of software review and evaluation is provided in the fourth. The fifth chapter discusses the implications of software use for teachers, and the sixth outlines the major conclusions of the International Seminar on Software Review and Evaluation. A list of acronyms used is provided. (153 references) (GL)

ED 316 223 IR 014 223

Trieschmann, Mary, Ed.
1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
National Lekotek Center, Evanston, IL.
PUB DATE- 89
NOTE- 129p.
AVAILABLE FROM- National Lekotek Center, 2100 Ridge Avenue, Evanston, IL 60204 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; *Disabilities; Elementary Secondary Education; Special Education
IDENTIFIERS- Selection Tools

The result of a continuing study of software related to children with special needs, this guide is intended to assist in the selection of software appropriate for children with mental, physical, behavioral, sensory, and learning impairments. Suggestions for gifted children are also included. The guide is updated yearly and includes more than 190 carefully selected software programs that have been used successfully with children ranging in age from 2 through 14. Each program has been reviewed by trained teachers, therapists, and parents for learning value, child appeal, ease of use, and flexibility. Information for each software package includes subject, skills content, age level, the specific disability addressed, hardware and peripheral specifications, price, and a description of the software, including whether or not it includes graphics, animation, and sound. Separate listings of software companies, peripherals, and adaptive equipment resources are included. The guide is designed for use as a resource and is not an endorsement for any specific program or manufacturer. (GL)

ED 316 032 FL 018 345

Dubinsky, Stanley
Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
PUB DATE- Dec 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Linguistic Society of America (64th, Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grammar; *Japanese; *Linguistic Theory; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Modifiers; *Numeric Expressions; *Quantifiers

Analysis of Japanese numeral expressions provides evidence that their two semantically distinct functions, attributive and partitive, can be associated with distinct syntactic positions within the noun phrase (NP). The attributive numeral phrase occupies the position of a modifier and is a complement to N or N'. The quantifier (partitive) numeral phrase is the head of its phrase and the NP is a complement to it. While both types of numeral phrases may occur to the right of a position, their distribution is constrained by different factors. The numeral quantifier must have as its complement a non-quantified, definite NP. These conditions being met, it may appear to the right of any postposition. On the other hand, numeral modifiers are simple modifiers of the head noun and not affected by the definiteness or quantification of the entire phrase. Their appearance to the right of postpositions is, however, constrained syntactically. Specifically, they may only move out of surface subjects and direct objects. (MSE)

ED 316 047 FL 018 365

Wicke, Rainer E., Comp.
Funkbrucke Conference Call.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
PUB DATE- 89
NOTE- 109p.
LANGUAGE- English; German
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Classroom Techniques; Educational Radio; English; Foreign Countries; *German; *Intercultural Communication; Newspapers; Photographs; Secondary Education; *Second Language Instruction; *Social Studies; Teaching Guides; *Teleconferencing; Worksheets
IDENTIFIERS- Alberta (Edmonton); *Canada; *West Germany; West Germany (Cologne)
A guide to the use of radio and telecommunications to promote international student communication describes a project in which teenagers from Cologne (West Germany) and Edmonton (Alberta) discuss their concerns via radio as well as provide descriptions of life in West Germany and Canada. Transcripts from two radio programs--one in English and one in German--illustrate the exchange of ideas on how to solve international problems such as pollution, international warfare, and starvation in the Third World, and discuss topics such as lifestyles, school, leisure time, and hopes for the future. Other materials included are photographs of the students and production staff, teaching tips, worksheets, and newspaper articles about the project. The materials are suggested for use in German language teaching, social studies instruction, and promotion of German language study. (MSE)

ED 316 113 HE 023 226

Tonelson, Stephen W.
Alan Rufus Tonelson Teaching and Learning Center.
American Association of State Colleges and Universities, Washington, D.C.; Old Dominion Univ., Norfolk, Va.
PUB DATE- 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Community Characteristics; *Educational Environment; Educational Research; Elementary Education; Family Environment; Higher Education; *High Risk Students; Institutional Cooperation; Models; Program Descriptions; *Research and Development Centers; Schools of Education; State Universities; Teacher Education; *Urban Education; Urban Schools
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Alan Rufus Tonelson Teaching and Learning Center; Norfolk City Schools VA; *Old Dominion University VA
The Alan Rufus Tonelson Teaching and Learning Center was established in 1988 to explore the nature of urban elementary education through research focusing on classroom, school, home, and community variables that affect the education of high-risk urban children. The results are used to train teachers to work more effectively in urban schools. The center is under the direction of Old Dominion University faculty with expertise in early childhood education, language and reading skills, and special education working in conjunction with administrators and educators from Norfolk City Schools. Teachers at a local elementary school, which serves as a research site for the center, implement research projects while actively engaged in teaching. (Author/MSE)

ED 316 126 HE 023 239

Mark, Joseph T.
Soundings: An Introduction to the Liberal Arts, Castleton State College.
American Association of State Colleges and Universities, Washington, D.C.; Castleton State Coll., Vt.
PUB DATE- 89
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Cultural Activities; Curriculum Development; Higher Education; Introductory Courses; *Liberal Arts; Models; Program Administration; Program Descriptions; State Colleges; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Castleton State College VT; Soundings An Introduction to the Liberal Arts
To introduce college students to the liberal arts, Castleton State College established the Soundings Program in fall 1985. The program was designed as a general education requirement for freshmen that earned one credit in each of the two semesters of the first year for attendance at (1) a limited number of required lectures and (2) eight elective events chosen from a variety of lectures, concerts, plays, dance performances, and art shows. The program was developed by college faculty and is under the aegis of the faculty's cultural affairs committee. Since the program's inauguration, significant changes include inclusion of debates on controversial issues, addition of optional trips to New York City, improved advance publicity about upcoming events development of a two-credit colloquium on Soundings events, incorporation of several special events into the freshman orientation program, and creation of a quarter-time faculty position as program coordinator. While initially controversial among some faculty, the program has gained wide acceptance and support. Student evaluations have grown more positive as former participants have advanced through their four years at the college. (Author/MSE)

ED 316 138 HE 023 251

Towne, Violet A.
1989 Management Seminars for the New York Association of Long Term Care Administrators.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Utica/Rome. Inst. of Technology.
PUB DATE- 90
NOTE- 14p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Agency Role; Contracts; Cooperative Programs; Financial Support; Higher Education; Models; *Nursing Homes; *Personal Care Homes; *Professional Associations; *Professional Continuing Education; Program Descriptions; Program Effectiveness; School Business Relationship; Seminars; State Universities
IDENTIFIERS- 1989 Management Seminars; *AASCU ERIC Model Programs Inventory Project; New York Association Long Term Care Administrators; *State Univ of NY Inst of Technology Utica Rome
The collaboration between the continuing education arm of the State University of New York Institute of Technology at Utica/Rome and the New York Association for Long Term Care Administrators in the design, development and delivery of educational programs for nursing home and adult home administrators in New York State is reported. Program content is based on an annual needs assessment conducted among association members. The six 1989 seminars concentrated on timely and important topics that help administrators gain a better understanding of, and improve their effectiveness and efficiency in, day-to-day operation of facilities. Program staff are experts in their fields. A contract is established between the association and the college outlining each organization's role and responsibilities. The seminars are funded jointly by the association and program participants, and evaluation indicates the programs are very successful. This type of contractual agreement could easily be replicated by colleges or universities, and professional associations, organizations, or agencies of any type. (Author/MSE)

ED 316 150 HE 023 275

Bigby, JudyAnn, Ed.; England, Susan, Ed.
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
Society of General Internal Medicine.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 88
NOTE- 47p.
CONTRACT- ADM 281-85-0013
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Abuse; *Curriculum Development; Drug Abuse; Graduate Medical Students; Higher Education; Internal Medicine; Medical Education; *Medical Students; Physicians; Reference Materials; Resource Materials; *Substance Abuse
The resource manual provides guidelines and resources for individuals interested in integrating a substance abuse curriculum into existing programs for medical students and residents in internal medicine. Materials and resources appropriate for practicing physicians are also included. Three sections are: (1) a statement of minimum knowledge and clinical skills for all practicing physicians, medical students, practicing interns and internal medical residents, and medical students completing internal medicine clinical experiences (e.g., general concepts, prevention, pharmacology and pathophysiology, evaluation of patient, patient management, legal aspects, and impairment of health professionals); (2) a description of resources and activities for reaching selected goals and achieving the minimum knowledge and clinical skills desirable for general internists (including residents and students) in managing patients who abuse alcohol and other drugs; and (3) a list of model curricula. This document contains approximately 200 references and a list of 23 audiovisual material resources. (SM)

ED 316 239 IR 053 091

Eaton, Nancy; And Others
Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
South Dakota Board of Regents, Pierre.
PUB DATE- 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Administrative Policy; Higher Education; Interviews; Library Personnel; Library Statistics; *Library Technical Processes; *Long Range Planning; *Needs Assessment; Organizational Objectives; *State Libraries; State Surveys; Technological Advancement; User Satisfaction (Information)
IDENTIFIERS- *South Dakota

This report documents the findings of a study that examined library and information services in South Dakota's state-supported academic libraries, the first such study conducted in 15 years. The state library and six schools--University of South Dakota, South Dakota State University, Black Hills State College, Dakota State College, Northern State College, and South Dakota School of Mines and Technology--were visited by a study team appointed by the Executive Director of the South Dakota Board of Regents. Institution presidents, librarians, library staff members, faculty library committee members, students, and chief academic officers were asked to describe the problems and potentials they perceived at their particular institution's libraries. The six broad topics reviewed were management, organization, access, collections, technology, and funding. Overall, it was discovered that a chronic imbalance exists between South Dakota's academic library commitment and the resources that are actually available. The major crisis is identified as the need to staff South Dakota libraries effectively; currently, library personnel are severely overworked. Other concerns and possible solutions are evaluated by topic. A sample reciprocal borrowing agreement as well as guidelines relating to access policy, bibliographic instruction, and collection development policies are appended. (SD)

JC

ED 316 266 JC 900 098

A Proposed Human Resources Development Plan.
Lake Tahoe Community Coll. District, South Lake Tahoe, CA.
PUB DATE- Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Community Colleges; Conferences; *Faculty Development; Grants; *Inservice Teacher Education; Needs Assessment; Program Implementation; *Program Proposals; Questionnaires; Sabbatical Leaves; *Staff Development; Two Year Colleges; Workshops
IDENTIFIERS- *California Human Resources Development Plans
Lake Tahoe Community College's (LTCC's) Human Resources Development Program is designed to foster professional development through in-service activities for instructional, administrative, classified employees, and the governing board. The comprehensive program is intended to support the instructional process, improve student success, enhance communication across disciplines, improve organizational dynamics, enrich the college community, and increase job satisfaction. Six areas of staff development activities, some new and some continuing existing efforts, have been proposed for the program: (1) lectures, conferences, and workshops; (2) in-service instruction and enrichment, courses in computer use, a faculty and staff lecture series, workshops and short courses, and professional growth activities related to the instructors' service areas or the improvement of instruction; (3) sabbatical leaves; (4) grants, including both scholarly research grants and innovative project grants; (5) bi-annual retreats; and (6) an instructional skills workshop. Attachments to the development program proposal include certification for funding, 1987-88 faculty and staff development expenditures, and a staff development questionnaire. (JMC)

ED 315 944 EC 222 094

Guenther, John; And Others
Using the Newspaper with Gifted Students.
American Newspaper Publishers Association Foundation, Reston, VA.; Kansas Univ., Lawrence.
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Cognitive Processes; *Enrichment Activities; Independent Study; *Newspapers; Secondary Education; *Teaching Methods

This guide on using the newspaper is designed for secondary students in gifted education programs. Activities included in the guide can be used with a full range of subject areas, as students actually use the newspaper as the learning resource. The 50 activities are organized around the sections of the newspaper (general, news, editorials, advertisements, entertainment, comics, and specials). Each activity is written directly to the student, allowing for independent and self-directed completion of activities by individual students. The activities are qualitatively different from the regular curriculum in terms of content, process, product, and learning environment. Sample activities deal with predicting lifestyle effects if newspapers disappeared, analyzing comic strips as reflections of culture, and designing a newspaper advertisement for a new product or service. A scope and sequence chart for the activities and their objectives is included, as well as a list of higher level thinking skills used in newspaper study. (JDD)

ED 315 973 EC 222 726

Managing End User Computing for Users with Disabilities.
General Services Administration, Washington, DC. Clearinghouse on Computer Accommodation.
PUB DATE- 89
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Assistive Devices (for Disabled); *Computers; *Disabilities; Federal Government; Federal Regulation; *Government Employees; Hearing Impairments; Information Technology; Microcomputers; Needs Assessment; Physical Disabilities; *Public Policy; Visual Impairments

This handbook presents guidelines to assist federal Information Resources Managers in applying computer and related information technology to accommodate users with disabilities. It discusses managing the end user environment, assessing accommodation requirements, and providing end user tools and support. The major portion of the document consists of 15 appendices divided into three sections. A section on accommodation resources presents checklists for assessing computer and telecommunications needs; describes information resources in the federal government sector, other governmental levels, and the private sector; describes telecommunications devices for the deaf (TDD); lists federal agency TDD numbers; and offers a brief list of computer accommodation publications. A section on policy and regulatory information includes government regulations concerning electronic office equipment accessibility, continuity of computer accommodation when replacing automated equipment, and transfer of specialized equipment used by handicapped federal employees. A final section lists computer accommodation hardware and software add-ons available in the marketplace, including input devices, output devices, telecommunications devices, and robotic devices. (JDD)

ED 315 987 EC 222 741

Lee, Frank M., Ed.
Secondary Special Education Program Manual.
Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- 89

NOTE- 284p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Delivery Systems; *Disabilities; Interpersonal Competence; Program Development; *Program Implementation; Records (Forms); Secondary Education; Special Education; State Programs; Transitional Programs; Vocational Education; Vocational Evaluation
IDENTIFIERS- *Michigan

The purpose of this programming guide is to assist local and intermediate Michigan school districts in planning, developing, and implementing programs and services for secondary special education. The first chapter, "Delivery of Secondary Programs and Services," outlines the program's philosophy, effective program development, a program continuum, rule considerations, curriculum development, and development of individualized education programs. Chapter II, "Guidelines for the Development of a Special Education Credit-Based Curriculum Leading to a High School Diploma," presents the secondary special education curriculum, administrative rules pertaining to special education, and requirements of Michigan general school laws. Chapter III deals with personal adjustment education. The next four chapters cover prevocational education, vocational education, vocational evaluation, and work-study services. A chapter on transition services presents a model which focuses on transition planning, community placement, referral to supportive services, and program exiting procedures. The final chapter deals specifically with programming for the trainable and severely mentally impaired. Appendices, which make up the bulk of the document, contain student progress report forms, a transition plan form, a follow-up survey form, vocational evaluation report form, other administrative forms, course information, and tables and charts to support the main text. References are provided, arranged by topic. (JDD)

ED 316 075 HE 022 978

Washington, Valora; Harvey, William

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-1-1
PUB DATE- 89
NOTE- 128p.
CONTRACT- RI88062I4
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Affirmative Action; *Black Teachers; Civil Rights; *College Faculty; Educational Discrimination; Educational Opportunities; *Equal Education; *Equal Opportunities (Jobs); Excellence in Education; Higher Education; *Hispanic Americans; Minority Groups; Racial Discrimination; Teacher Recruitment; Teacher Supply and Demand

The need for higher education to shift from a policy of nondiscrimination to one of affirmative action is examined, with note taken of the clear opportunity for higher education to take advantage of faculty positions being vacated due to retirement during the mid-to-late 1990s. Preparations can be made now to provide opportunities for minority students to enter graduate school and be prepared for a future career in the professoriate. Necessary issues and actions are defined. The first four of the reports discuss the following topics and subtopics: (1) overview of affirmative action for African-American and Hispanic faculty (why it is important to have a diverse faculty, higher education before affirmative action, defining affirmative action, and the impact of affirmative action on higher education); (2) supply and demand for African-American and Hispanic faculty (status of this faculty in higher education, supply and demand issues, quality of faculty life, tomorrow's professoriate: the empty pipeline, and barriers to equal access and effective affirmative action); (3) effective affirmative action, institutional approaches and barriers (including institutional leadership, search committees, affirmative action offices, and case study--the African-American presence at Antioch College); and (4) national responses to affirmative action issues in higher education (court decisions, governmental agencies, public commissions, and professional organizations). Conclusions and recommendations are provided in section 5 and cover public policy, higher education practices, and research needs. Tables are included. Contains approximately 180 references. (SM)

ED 316 088 HE 023 201

Pizzo, Joseph F., Jr.
A Lending Library of Physics Demonstrations.
American Association of State Colleges and Universities, Washington, D.C.; Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 38p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- MDR-8550611
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Demonstrations (Educational); Higher Education; High Schools; *Instructional Improvement; *Laboratory Procedures; Models; Peer Teaching; *Physics; Program Descriptions; Regional Cooperation; Science Instruction; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Lamar University TX; Lending Library of Physics Demonstrations
Twenty-three self-contained single concept physics demonstration packages were designed and constructed at Lamar University (Texas). Each package was available for loan to pre-college science instructors in southeastern Texas in the spring and summer of 1987. During the spring, three high school physics teachers used the demonstrations and provided evaluations that resulted in minor modifications in them. In the fall, five schools participated. Follow-up visits to the teachers who used the demonstrations revealed that some teachers needed both extensive help with the experiments and a broader conceptual base. The project continues by Lamar University with the addition of demonstrations to the lending library and increased school participation. A primary project focus is the establishment of communication with pre-college teachers in need of help but reluctant to seek it. A sheet for each of the demonstration packages provides a statement of the concepts illustrated, a description of the package, and suggested activites. (MSE)

ED 316 253 IR 053 109

Burson, Lorraine E.

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.

Church and Synagogue Library Association, Bryn Mawr, Pa.
REPORT NO.- ISBN-0-915324-24-5
PUB DATE- 86
NOTE- 37p.; For other guides in this series, see IR 053 107-110.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Qualifications; Library Administration; *Library Personnel; Library Services; *Morale; Organizational Objectives; Program Descriptions; Publicity; Special Libraries; *Training Methods; *Volunteer Training
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

This guide provides detailed guidelines for the recruitment and training of volunteer staff for church and synagogue libraries. The first of eight sections discusses criteria for selecting a head librarian, including 13 professional and spiritual qualifications, and lists 30 of the head librarian's basic responsibilities. The second section discusses the qualifications and responsibilities of other library staff. Ways to introduce staff to the library are outlined in the third section, which includes a sample quiz about the library and a list of circulating library materials. The fourth section suggests ways of conducting on-the-job training, including in-house training clinics, reading programs, and visits to other libraries. A sample promotional handout is included. Tasks that the head librarian can delegate are explored in the fifth section, which includes a chart showing how to monitor delegated tasks. The challenge of motivating workers is addressed in the sixth section, which discusses the characteristics of a good leader; recognition and appreciation; open communication; developing opportunities; and creating a comfortable working environment. Volunteer evaluation forms and a library worker's annual questionnaire are included. The seventh section considers the value of volunteers and suggests ways to support them. Conscientious leadership, planning and policy making, sharing the workload, promotion and publicity assignments, and ministering to each other are highlighted aspects of the final section on team spirit. A grid for organizing promotion and publicity efforts by month and a sample open hours schedule follow this section. (19 references) (SD)

ED 316 279 JC 900 139

Kelly, Diana K.
A Human Resources Development Approach to Part-Time Faculty in the Community College.
PUB DATE- 6 Mar 90
NOTE- 151p.; Masters Thesis, Claremont Graduate School.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Colleges; *Faculty College Relationship; *Faculty Development; Full Time Faculty; Literature Reviews; *Part Time Faculty; Questionnaires; Statistical Analysis; Tables (Data); *Teacher Characteristics; Teacher Role; Teaching Load; Two Year Colleges
IDENTIFIERS- Fullerton College CA
This study was conducted to determine the characteristics, qualifications, frustrations, and institutional involvement of part-time faculty at community colleges. The study involved a review of the literature on trends in and statistics on part-time faculty employment; the motivations, characteristics, advantages and disadvantages, quality, frustrations, management, integration, involvement, and professional development of part-time faculty; and policy issues. In addition, the study included a survey of 314 part-time faculty at Fullerton College in California to determine the variety and scope of teaching methods used, the level of interest in faculty development activities, the organizational involvement of and communication with part-timers, and the length and depth of their teaching experiences. Survey results included the following: (1) nearly 70% of the part-timers at Fulerton College were between the ages of 30 and 49, nearly 60% were male, and over 66% had a master's degree or doctorate; (2) the Business Division employed the greatest number of part-time faculty, followed by the Humanities Division; (3) 40% of the part-timers taught vocational subjects; (4) although part-time faculty used a variety of teaching methods, 93% used the traditional lecture method, 75% used class discussions, and over 50% used question-answer reviews and hands-on activities; (5) almost 97% gave students a course outline or syllabus at the beginning of the semester, nearly 94% provided grading criteria, and over 63% provided a week-by-week schedule; (6) 28% talked to their department chairs and over half to other faculty once per week, but 82% did not attend division meetings; (7) about 19% had been teaching at Fullerton a year or less; and (8) 56% would like a full-time teaching position at any college. Conclusions regarding the application of a human resources development approach to part-time faculty are provided. The survey instrument is appended. (JMC)

ED 315 903 EA 021 658

Fuhrman, Susan H.
Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 38p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($7.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Federal State Relationship; Grants; *State School District Relationship; State Standards; State Surveys
When exploring the relationship between states and the federal government, analysts have examined the strategic value of a differential approach as well as the political issues involved. This paper explores those themes in examining state differential treatment of districts under four major headings: (1) the tensions between uniformity and differential treatment in the evolution of the state role in education policy; (2) the various forms of differential treatment; (3) new pressures leading to the use of differential treatment strategies; and (4) the effectiveness of differential treatment. The fifth, concluding section addresses implications for policy and research. It is implied that differential treatment strategies should be tailored to the purposes they are intended to serve. Encouraging school improvement and alleviating regulatory burden may require different approaches to varied treatment, for example. In addition, continued work on educational indicators and attention to state agency resources are suggested. To understand the potential of differential treatment, it is necessary to study differential treatment at the state and local level; the personnel requirements and other costs these strategies embody; and the effects of such strategies on schools, districts, and states and the relationships among them. (SI)

ED 315 916 EA 021 678

Walters, James K.; Marconnit, George D.
The Principal and Fiscal Management. Elementary Principal Series No. 6.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-442-1
PUB DATE- 89
NOTE- 23p.; For other documents in the series, see EA 021 673-677.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, 8th and Union, Bloomington, IN 47402 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Audits (Verification); Elementary Education; Fund Raising; *Money Management; *Principals; *School Funds
IDENTIFIERS- *Beginning Principals; *Indiana
The sixth of six volumes in the "Elementary Principal Series," this booklet is designed to help principals develop sound fiscal management strategies at the building level. The first section reviews Indiana statutory provisions for handling extracurricular and booster group funds. The second section presents guidelines for managing school funds. With sound fiscal management procedures, mishandling or loss of school funds can be prevented; with a system of checks and balances, those with "sticky fingers" can be deterred. Expediency or personal convenience has no place in accounting procedures. Tips (and, in some cases, sample forms) are provided for managing everyday transactions, ticket sales, petty cash funds, cash change boxes, and money from fund-raising projects. The final section explains the importance of auditing, or opening up the school's financial records for review by outsiders. Audits protect principals from mismanagement charges and can help them set up a sound accounting system. New principals should insist on an audit of building funds for their own protection. Three methods of auditing school building accounts are available: periodic audits by the state accounting agency; internal audits by personnel from the central office or from another school; and external audits by an independent public accounting firm. Some general recordkeeping rules are provided. (Nine references) (MLH)

ED 316 017 FL 018 204

Hicke, Rainer E.
"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO.- ISBN-0-7732-0216-1
PUB DATE- 89
NOTE- 98p.
LANGUAGE- German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ballads; *German; *Instructional Materials; *Second Language Instruction; Second Language Learning; Teaching Methods
This teaching guide presents 11 classic German ballads for classroom use in the instruction of German as a foreign language. For each of the 11 ballads included in the guide, questions and exercises are provided to aid student comprehension, as well as numerous drawings and other illustrative materials. (VWL)

ED 316 063 FL 800 080

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
Tacoma Community House, WA.
PUB DATE- 87
NOTE- 113p.
AVAILABLE FROM- Tacoma Community House Training Project, Box 5107, Tacoma, WA. 98405 ($5.00 plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Acculturation; Class Activities; Classroom Techniques; *English (Second Language); Games; *Intercultural Communication; Literacy; *Literacy Education; Personal Narratives; Program Design; Refugees; Second Language Instruction; Skill Development; *Student Experience; Student Journals; Teacher Attitudes; Teaching Methods; *Tutoring; Vocabulary Skills; *Volunteers; Volunteer Training
IDENTIFIERS- *Total Physical Response

This collection of articles is assembled from a variety of sources and contributors that together form a statewide network of volunteer programs teaching English as a Second Language (ESL) to refugees. The articles are divided into the following sections: (1) teaching tips; (2) "talk time" (concerning a weekly conversation session); (3) discussions of tutors' classroom experiences; and (4) personal narratives of students. The first section, on teaching tips, contains brief expository articles and descriptions of classroom techniques under the following headings (1) using the Total Physical Response method; (2) focusing on listening, speaking, and thinking; (3) implementing literacy activities; and (4) using games and projects. The second section contains seven articles describing variations on a conversational activity in which volunteers and language learners meet informally. Tutors' narratives of teaching activities and experiences with students are presented in the third section, and in the fourth section, personal learning and acculturation experiences are presented from the student's perspective. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 165 HE 023 290

Rees, Eileen; And Others
New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
East Texas State Univ., Commerce. New Center for Learning.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; Excellence in Education; *Faculty Development; General Education; Graduation Requirements; Higher Education; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Nontraditional Education; Required Courses; *Student Development
IDENTIFIERS- *East Texas State University; East Texas State University New Center Learning
The New Center for Learning (NCL) at East Texas State University (ETSU), now in its 13th year, offers an alternative way for students to satisfy most of the general education requirements at ETSU via an integrated interdisciplinary curriculum. For faculty, it offers a vehicle for expanding their knowledge, improving teaching techniques, experimenting, and developing greater collegiality. The curriculum is intended to provide students with a connected view, starting with individual concerns and moving to larger social groups and ultimately the world community. NCL predates the national reform movement, using many components to achieve its goals (integrated curriculum, interdisciplinary in all courses, team-teaching, creative teaching strategies, and careful selection of faculty). The program consists of 12 3-hour courses (e.g., Self, Theories of Human Nature, American Character, Society and Values, Science and Society, and the Global Village). The NCL contribution to ETSU's goals include: financial stability (through improved student retention, recruitment and marketing potential, and revenue neutrality); faculty development; and educational excellence. An attachment discusses revenue. (SM)

ED 316 179 IR 014 130

Metallinos, Nikos
Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
PUB DATE- 89
NOTE- 34p.; Paper presented at the International Conference on 3-D Media and Technology (Montreal, Quebec, Canada, May 30-June 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Computer Graphics; *Television; *Three Dimensional Aids; Visual Literacy; *Visual Perception
The revolution brought about by computerized technology, in general, and television imagery, in particular, challenges the perceptual habits and alters the television viewer's means of expressing appreciation of the aesthetic merits of such television images. This study speculates on several perceptual and aesthetic drawbacks of future massive applications of three dimensional (3-D) video images. Specifically it: (1) reviews the technology of existing 3-D media; (2) discusses the principles of visual perception and aesthetics which are challenged by the development of 3-D media technology in television; and (3) provides alternatives to the problems raised by massive application and commercializing of 3-D media technology. It is concluded that the novelty generated by 3-D media technology challenges the fundamental rules of perception and aesthetic appreciation of film and television images, but that neurophysiological bases of the visual perception processes and psychological standards of aesthetic appreciation have strong roots and traditions, and will not easily be bypassed by 3-D media technology. (40 references) (Author)

ED 316 195 IR 014 185

Oliva, Victor T.; Reiner, Michael K.
Using INNOVACQ To Process G.P.O. Titles.
Adelphi Univ., Garden City, NY. Univ. Libraries.
PUB DATE- Sep 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cataloging; Classification; College Libraries; *Depository Libraries; *Government Publications; Higher Education; Job Training; Library Automation; *Library Materials; Library Technical Processes; Library Technicians; *Online Systems
IDENTIFIERS- *Adelphi University NY; *Superintendent of Documents Classification
This guide outlines the procedures for using INNOVACQ at the Adelphi University Swirlbul Library to process and check in government documents and to create and change records. All INNOVACQ procedures are described in detail, and step-by-step instructions are provided for selected routines. A list of Long Island government depository libraries and their designated classes and a Superintendent of Documents filing order are included. (GL

ED 316 224 IR 014 224

Awbrey, Susan
Videodisc in Higher Education: Flexibility and Impact.
PUB DATE- Feb 89
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Dallas, TX, February 1-5, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; *Computer Assisted Instruction; Computer Software; *Educational Planning; *Faculty Development; Higher Education; *Interactive Video; Lifelong Learning; Material Development; Professional Recognition; *Program Implementation
IDENTIFIERS- *Michigan State University
This description of a plan to integrate interactive videodisk instruction into courses at the health science colleges at Michigan State University focuses on factors involved in planning and initiating such a project. Major features of the project are addressed, including: (1) theoretical concerns related to interactive video utilization; (2) funding proposals; (3) faculty role and faculty development; (4) equipment and software selection; (5) production concerns; and (6) advantages for adult/lifelong education. The overhead transparencies used for the conference presentation are included. (13 references) (Author/GL)

ED 315 930 EC 222 042

Mendoza, Jeanne; And Others
Stress and Support in the Family.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 50p.; For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; Developmental Stages; *Disabilities; Elementary Secondary Education; Emotional Adjustment; *Family Problems; Inservice Teacher Education; Mental Health; Parent Education; Parent Participation; Parent Teacher Cooperation; Preschool Education; Services; Social Support Groups; *Stress Management; *Stress Variables

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on stress and support in the family. The modules present content and activities that build skills and offer resources to promote parent-professional collaboration. Each module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the Universal Family Life Cycle, (2) develop an awareness of issues and stress in the family with a child with disabilities, (3) discuss factors that determine stress for families and identify the various coping strategies, (4) select the various informal support systems that reduce family stress, and (5) understand the need for a balanced individual and family life. A bibliography identifies 12 books, magazines, or other resources. (DB)

ED 315 959 EC 222 710

Gilman, David Alan
A Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
Southwest Allen School Corp., Fort Wayne, IN.
PUB DATE- 89
NOTE- 99p.; For related document, see EC 222 709.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; *Delivery Systems; Enrichment Activities; *Gifted; Instructional Effectiveness; Intermediate Grades; Parent Attitudes; Performance Factors; Program Development; *Program Effectiveness; *Resource Room Programs; *Special Classes; Student Evaluation; *Talent; Teacher Attitudes; Writing Improvement
The study investigated the effectiveness of and attitudes toward two delivery systems (an enrichment pull-out program and a self-contained classroom) for gifted/talented instruction in Southwest Allen County, Indiana. The effects of fifth-grade students (N=38) enrolled in the program and sixth-grade students (N=45) who had experienced the program 1 year prior were compared. A quantitative study compared students' performance on the Developing Cognitive Abilities Test (DCAT) and writing samples. Results indicated that, although some writing sample scores from fifth-grade students were significantly higher for students in enrichment pull-out programs, the differences did not retain their significance when scores were adjusted for differences in ability. The sixth-grade results demonstrated that students in the self-contained classroom had significantly higher scores on the quantitative subtest and on the total DCAT when their scores were compared to the enrichment pull-out. A qualitative study involving administrators, teachers, students, and parents found that the community preference for a delivery system was influenced by the past experiences of parents, by the affinity of parents toward the neighborhood school, and by the number of gifted/talented students in the school attendance district. Appendices contain admission policies and gifted curriculum, survey instruments, subjects' scores, and writing samples. Contains 11 references. (Author/JDD)

ED 316 003 EC 230 009

Dalrymple, Nancy J.; Angrist, Misha H.
Students with Autism Succeed in Community Job Settings.
Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities.
PUB DATE- 87
NOTE- 29p.; Produced by the Indiana Resource Center for Autism. Printed on colored paper.
AVAILABLE FROM- Indiana Resource Center for Autism, Institute for the Study of Developmental Disabilities, 2853 East 10th Street, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Behavior Modification; Community Programs; Job Skills; *Job Training; Models; Secondary Education; Skill Development; Vocational Adjustment; *Vocational Education; *Work Experience Programs
The study reports on a data-based work experience model for secondary students with autism. The objectives were to increase competency and independence, provide a variety of experiences to assess skills and preferences, and modify interfering behaviors. Five autistic students, aged 16-20, were sent to community work sites providing a variety of work experiences for job training and job exploration. To prepare for the community jobs, the students learned appropriate community behavior. Data were collected on the number of cues required to complete a job, focusing on physical cues, environmental cues, and verbal cues. Results of the community work site program showed that the students were successful at more than one job experience. The number of cues required to do the jobs decreased over time. Jobs that were repetitive rather than long-sequenced tasks were easier to teach and allowed the students to gain the greatest degree of independence with the least frustration. It is concluded that students with autism respond well to meaningful jobs in integrated settings and can successfully learn jobs at the job site. (JDD)

ED 316 033 FL 018 346

Little, D. G.; Singleton, D. M.
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Oriented Programs; *Grammar; *Instructional Materials; Second Language Instruction; Second Language Learning; Student Interests; Student Needs; *Teaching Guides
IDENTIFIERS- *Authentic Materials
While there are powerful arguments in favor of using authentic, essentially ephemeral materials in second language learning, there may also be a significant need for fixed support in addition. Recent research in Ireland suggests a student-perceived need for instruction in grammar that, in combination with authentic materials and other kinds of information about the language, can substantially advance language learning. The proposed solution is a text exploitation kit, available to teachers and learners, with detailed, step-by-step instructions for creating didactic materials from authentic texts. Such a manual would have three sections: the first non-language-specific, dealing with learning in general and language learning in particular and offering a number of strategies for promoting more effective learning; the second language-specific and containing reference material relating to the language system in question and its principal sociocultural contexts of usage; and the third language-specific but constructed of a battery of text-exploitation "recipes" designed to mediate between the manual's first and second sections and authentic texts. The manual could be in print form or use computer technology. (MSE)

ED 316 048 FL 018 366

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 89
NOTE- 38p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *French; *Graduation Requirements; *Language Tests; Reading Comprehension; Scoring; Secondary Education; Second Language Learning; Standardized Tests; Testing; *Writing Evaluation
IDENTIFIERS- *Alberta
This guide to Alberta's French 30 standardized test describes the testing program and administration, the test parts, and test scoring for both teachers and students anticipating taking the test. Dates and times of test administration and scoring dates in 1990 are charted. The two parts of the test are described in some detail, including their duration, content, emphases, and grading criteria. The test parts include a writing test consisting of two exercises and a reading comprehension test. Examples of subjects for the first test are provided, and examples of texts, comprehension questions, and an answer key are provided for the second. (MSE)

ED 316 101 HE 023 214

Tayler, Marilyn; Jackson, Curtis
Educational Opportunity Fund Legal Studies Program.
American Association of State Colleges and Universities, Washington, D.C.; Montclair State Coll., Upper Montclair, N.J.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- 600-8440416
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Career Exploration; College Students; Computer Assisted Instruction; Higher Education; Honors Curriculum; *Legal Education (Professions); *Minority Groups; Models; Program Descriptions; Remedial Instruction; *Selective Admission; State Colleges; Student Recruitment; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Educational Opportunity Fund Legal Studies Program; *Montclair State College NJ
The Educational Opportunity Fund Legal Studies program addresses the need to increase access to careers in law for minority and disadvantaged students. Through early identification of interest, recognition of problems, remediation, skills enhancement, and comprehensive legal career exploration and exposure, students in Montclair State College's selective admissions program are prepared for law careers. The program has increased the pool of law school candidates from the target population, qualified on the basis of academic achievement and motivation. It also provides attractive career alternatives in the paralegal field and bilingual court interpretation. The curriculum uses a set of learning strategies to develop the needed critical reasoning, logical thinking, analytic problem-solving, writing and communication skills, and exposure to the legal professions early in the undergraduate education. The four components of this process are an individualized academic plan emphasizing the student's strengths, peer support and supplemental instruction to remediate academic weaknesses, computer-assisted instruction, and legal career exploration. (MSE)

ED 316 114 HE 023 227

Malott, Richard W.
The Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
American Association of State Colleges and Universities, Washington, D.C.; Western Michigan Univ., Kalamazoo. Dept. of Psychology.
PUB DATE- 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Academic Probation; Black Students; College Students; Cost Effectiveness; Experiential Learning; Graduate Students; Higher Education; *High Risk Students; *Minority Groups; Models; *Performance Contracts; Program Descriptions; Relevance (Education); School Holding Power; State Universities; *Student Educational Objectives; Study Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Behavioral Systems Analysis Project; *Western Michigan University
The program addresses three areas of concern at Western Michigan University: student attrition, minority student participation, and educational relevance. The project was based on previous work suggesting that students can more nearly achieve their optimum performance when programs provide clear-cut objectives, frequent accountability, and experiential learning, accomplished most cost-effectively with student paraprofessional apprentices. A pilot program was begun in 1981 to help students on academic probation, using performance contracts. At the same time, a pilot program to encourage black students to study psychology was started. The Behavior Systems Analysis Project came about to train graduate students, particularly minority students, to work on student retention and minority participation as a career focus. At the Center for Self-Management of Academic Performance, behavioral performance management techniques were used to help high-risk college students achieve academic success. A research supervisory system has also been successful in helping graduate students finish theses and dissertations in a timely fashion. As of 1988, black students in the Behavioral Systems Analysis Program have achieved eight Master of Arts degrees, four admissions to the university's doctoral program in psychology, one Doctorate, and completion of two doctoral dissertation orals. (MSE)

ED 316 151 HE 023 276

Bittner, Donald F.
Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
Marine Corps, Washington, D.C.
PUB DATE- 88
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Armed Forces; Curriculum Development; *Educational Development; Educational Planning; *History; Military Personnel; *Military Schools; Military Service; Postsecondary Education
IDENTIFIERS- Marine Corps; *Marine Corps Command and Staff College; Military Curriculum Materials; Military History
The history of the curriculum of the Marine Corps Command and Staff College, founded in 1920, is presented. It includes not only the progressive stages through which it evolved in almost seven decades, but also some history of the founding of the Marine Corps educational system, the shift in the mission of this service in the 1930s, and other information about the students of the college. Eight sections have the following titles: "The Marine Corps Professional Military Education: The Founding Concept"; "The 1920s: The Field Officers' Course--The Influence of the Army"; "The Fight For the Soul of the Corps: Amphibious Warfare"; World War II: Closure to Command and Staff Course"; "The Initial Post World War II Period: The Senior School"; "1964 and Beyond: The Command and Staff College"; and "The Command and Staff College in 1988". Thirteen tables provide detailed enrollment and curriculum data. Four appendices present information on: historical lineage of the Marine Corps Command and Staff College; overview of Marine Corps Command and Staff College 1988; Marine Corps Command and Staff College student body size, selected years, 1920-1988; and Marine Corps Command and Staff College academic hour load, selected years, 1930-31 to 1988-89. (SM)

ED 316 209 IR 014 204

Neill, Shirley Boes; Neill, George W.
Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
REPORT NO.- ISBN-0-8352-2766-9
PUB DATE- 89
NOTE- 137p.; For the 1989 edition, see ED 303 141.
AVAILABLE FROM- R.R. Bowker, Order Department, PO Box 762, New York, NY 10011 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Microcomputers
IDENTIFIERS- Selection Tools; *Software Evaluation
Designed to aid teachers, school administrators, librarians, students, and parents in selecting educational software for preschool through grade 12, this guide lists 231 programs chosen from 6,000 evaluations conducted by 35 education software evaluation efforts in the United States and Canada. The introduction provides a detailed explanation of how the programs were selected, and the first of four major parts of the guide presents an alphabetical listing by title of the 185 highest rated programs as well as a listing by the following subject areas: arts, college entrance exams, early childhood education, foreign language, health education, language arts, mathematics, problem solving, science, social studies, student helpers, tool programs, and typing. The description for each of these programs includes the subject area, the copyright date, grade level(s), hardware requirements, cost, type of program, a brief description, teaching tips, a summary of evaluation conclusions, and bibliographic citations for several reviews that appeared in magazines. The second part lists 46 "alert" or "highly promising" new programs that had fewer excellent or good evaluations than the highest rated programs. The 158 highest rated programs in 1989 are listed alphabetically within subject areas in the third part. Each listing includes the producer, computer requirements and price, grade level(s), and copyright date. The final section provides the names, addresses, and telephone numbers of the producers of software listed in this edition. (BBM)

ED 316 240 IR 053 092

Annual Program. Library Services and Construction Act, 1989-1990.
South Carolina State Library, Columbia.
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; Library Cooperation; Library Expenditures; *Library Networks; Library Planning; *Library Services; *Library Standards; Long Range Planning; Program Descriptions; *Program Development; *Public Libraries; Records (Forms); State Aid; State Libraries; State Programs; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina State Library

The 1989-1990 Library Services and Construction Act (LSCA) program is presented in this report for the South Carolina State Library. The document includes fiscal information and project descriptions for the following LSCA Title I projects: (1) General Administration; (2) Library Interpretation; (3) General Operations; (4) Strengthening the State Library Agency; (5) Field Services; (6) Career Education; (7) Service to the Disadvantaged; (8) Library Development; (9) Service to Children; (10) Audiovisual Program; (11) Public Library Automation and Technology; (12) Literacy; (13) Services to the Elderly; (14) (Services to the) Blind and Physically Handicapped; and (15) Institutional Library Services. The LSCA Title III Interlibrary Network project is also described. The information provided includes the fiscal breakdown for each LSCA project on federal, state, and local levels, staff and staff responsibilities, the operating budget for all projects (1989 funds), and detailed descriptions for all projects. The descriptions include individual project objectives, needs assessments, service groups, activities to be implemented to meet objectives, information about when and where the project will be administered, the libraries involved, estimated costs and sources of funding, method of administering the project, and method of evaluation to be used. (SD)

ED 315 988 EC 222 742

Resource Guide for Persons with Mobility Impairments.
IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
PUB DATE- 12 Jul 89
NOTE- 192p.; For other guides in this series, see EC 222 743-746.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Agencies; Assistive Devices (for Disabled); Computer Software; *Electromechanical Aids; *Electronic Control; Electronic Equipment; *Input Output Devices; *Microcomputers; Organizations (Groups); *Physical Disabilities; Physical Mobility; Word Processing
IDENTIFIERS- *IBM Personal Computer; Switching Devices; Voice Recognition

The resource guide identifies products which assist individuals with mobility impairments in accessing IBM (International Business Machine) Personal Computers or the IBM Personal System/2 family of products. An introduction provides a general overview of ways computers can help persons with mobility impairments. The main portion of the document consists of a listing of about 325 products arranged alphabetically within the following categories: keyboard modification, alternate input, switching devices, voice recognition, electronic environment control, alternatives to printed documentation, word processing, and the IBM PC voice activated keyboard utility. Product information includes the manufacturer and a brief description. A separate section lists approximately 250 agencies and associations which provide such services as acting as an information clearing house, legislative monitoring, peer counseling, and sponsoring conferences, workshops and seminars. Agencies are listed alphabetically by city within each state. Also listed by state are about 150 additional resources providing such services as special education and rehabilitation. An index is provided for products, support groups and vendors. (DB)

ED 316 018 FL 018 299

Palmer, Ian C.
Yemeni Student Characteristics and Language Progress.
PUB DATE- Dec 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Attendance Patterns; Cognitive Style; Dependents; *English (Second Language); Foreign Countries; Grades (Scholastic); *Language Proficiency; Language Tests; Second Language Learning; Second Language Programs; Self Esteem; *Student Attitudes; *Student Characteristics; Student Improvement; *Student Motivation
IDENTIFIERS- Test of English as a Foreign Language; Yemen; *Yemen America Language Institute
A study was undertaken to identify useful methods for measuring progress in English language proficiency among students at the Yemen-America Language Institute (YALI) in Sana'a, Yemen. The study examined factors critical to such progress as well as the profiles of student attitudes and demographic characteristics. A questionnaire was administered to the student body, and other student data were collected. Measures of English language learning progress included: gains on the Test of English as a Foreign Language (TOEFL) over two terms; YALI grades; and attendance. Factors expected to influence language learning progress were: age; number of dependents; motivation; self-esteem; learning style; and level of enrollment in YALI. Results show a negative correlation between age, number of dependents, and TOEFL gain. There was a positive correlation between motivation and self-esteem, associated with high TOEFL gain rather than low. A negative correlation between enrollment level and TOEFL gain was indicated for those with low gain. Learning style and enrollment level showed a positive correlation for those with high gain. These results suggest that students in the program who succeed in class are highly motivated and able to adjust their learning styles, characteristics that promote academic success. However, no one characteristic correlates positively with TOEFL gain. Construction of an academic readiness measure is recommended. (Author/MSE)

ED 316 127 HE 023 240

Himburg, Susan P.
Health Sciences Recruitment and Retention Program.
American Association of State Colleges and Universities, Washington, D.C.; Florida International Univ., Miami. School of Health Sciences.
PUB DATE- 89
NOTE- 56p.; Funded by the Health Sciences Recruitment & Retention Program. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- 5-D18-MB01188-03
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Allied Health Occupations Education; *Black Students; Developmental Studies Programs; Dietetics; Higher Education; *Hispanic Americans; Medical Technologists; Models; Occupational Therapy; Peer Counseling; Peer Teaching; Physical Therapy; Program Descriptions; School Holding Power; State Universities; *Student Recruitment; Test Wiseness; Undergraduate Study; Writing Instruction
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Florida International University; Health Sciences Recruitment and Retention Program; Professionalism
The purpose of the Health Sciences Recruitment and Retention Program at Florida International University is to increase the numbers of qualified Hispanic and black students applying to the health sciences programs and to admit and retain them. Fields of study include dietetics, medical technology, and occupational and physical therapy. The recruitment component includes development and use of a slide/tape presentation and brochures to attract black and Hispanic students. An introductory, lower division summer course is designed to attract Florida International University, community college, and high school junior minority students, and a tracking system with admissions counseling is intended to facilitate the entry of identified students. Retention activities include a summer pre-enrollment program of academic preparation and mentoring, peer counseling and tutoring, writing skill remediation, test-taking skill development, and professional behavior development. Program participants attend the university and use health sciences facilities with other students in their majors. Black enrollment in the programs increased from 9 students in 1986 to 16 in 1988, and Hispanic enrollment went from 62 to 78 in the same period. The overall retention rate was 94%. Some aspects of the program will be enhanced in the 1988-91 funding cycle. (MSE)

ED 316 139 HE 023 252

Towne, Violet A.
GE--Structured Analysis and Design Training.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Utica/Rome. Inst. of Technology.
SPONS. AGENCY- State Univ. of New York, Albany.

PUB DATE- 90
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- 411-90-0605
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Industry; *Computer Software; Cooperative Programs; Demonstration Programs; Higher Education; Material Development; Models; *Professional Continuing Education; Program Descriptions; *Programing; *Regional Cooperation; School Business Relationship; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; General Electric Company; GE Structured Analysis and Design Training; Mohawk Valley Regional Education Center NY; *State Univ of NY Inst of Technology Utica Rome

At the request of General Electric-Utica (GE), the State University of New York Institute of Technology at Utica/Rome and the Mohawk Valley Regional Education Center for Economic Development have developed a program to train GE software development personnel. GE is involved in the development of aerospace electronic equipment and related software for the federal government. Based on the assumption that the ability to design standardized software packages efficiently enhances the company's competitiveness and may allow it to continue as a major manufacturer in the region, the training program is designed to train employees on GE's newly acquired state-of-the-art workstations and in structured analysis and design methodology as applied to real-time systems. The university's training and professional development center worked with GE management personnel and the college's computer science faculty to develop a 50-hour training program. Course evaluations have been positive, and the program is seen to have been effective in increasing the company's position in the aerospace electronics market. (Author/MSE)

ED 316 196 IR 014 186

Ross, Steven M.; And Others
What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
PUB DATE- 8 Aug 89
NOTE- 92p.; For additional reports on the Memphis ACOT project, see ED 295 600 and ED 308 837.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Grade 6; Grade 7; *High Risk Students; Intermode Differences; Interviews; Longitudinal Studies; Middle Schools; Minority Group Children; *Parent Attitudes; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Apple Classrooms of Tomorrow

This research examined the impact of the Apple Classrooms of Tomorrow (ACOT) project on seventh grade students in the year following their ACOT participation in sixth grade. Subjects were 24 former ACOT students and 29 matched control students, all of whom had attended sixth grade at the same school. All subjects were minority students representing an academically at-risk population. Research questions concerned the nature of the students' experiences during the post-ACOT school year and differences between the ACOT and control groups on measures of attitude and achievement. The questions were addressed using surveys of and interviews with students, parents, and teachers; a keyboarding skills test; course grades; and California Achievement Test (CAT) scores. Comparisons between groups showed much greater similarities than differences. Where differences were found, however, they consistently favored the ACOT group. Those advantages included: (1) higher fall ratings of social skills by students' English teachers; (2) higher overall fall English ratings; (3) superior fall and spring keyboarding skills; and (4) higher fall and spring mathematics and CAT scores. Parents of students in both groups expressed consistently positive views about computers and their role in education. The absence of stronger differences between ACOT and control students is interpreted as reflecting less about the effectiveness of ACOT than about the difficulty of trying to overcome at-risk students' long-term histories of failure and disadvantaged home environments with relatively short-term interventions. Data are displayed in six tables, and appended materials include the data collection instruments, interview summaries, and teachers' comments. (25 references) (GL)

ED 316 254 IR 053 110

Pritchett, Jennifer
Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-26-1
PUB DATE- 87
NOTE- 62p.; For other guides in this series, see IR 053 107-109.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biblical Literature; Christianity; Interfaith Relations; Judaism; Library Acquisition; *Library Collection Development; Library Instruction; *Reference Services; *Religious Education; *Resource Materials; Special Libraries; User Needs (Information)
IDENTIFIERS- *Church Libraries; *Synagogue Libraries
The need for reference books, selection guidelines, issues about circulation, descriptions of various types of books, and ideas for promoting the use of these books in a congregational library are covered in this guide. The work opens with a discussion of what reference books are and broad guidelines for deciding which books should be in a congregational library. Guidelines for building the reference collection suggest ways to determine which books are currently owned, what is needed, what can be afforded, what will fit into the library, and how to plan for the future. The basics of learning to be a reference librarian are then outlined, including such areas as helping patrons to answer questions and helping them to learn. Promoting the reference section to the church or synagogue's education staff, youth groups, and other individuals is also described. Sample materials are provided, including a leaflet for a workshop on tools for Bible study; a bibliography of reference books; a quiz on library reference sources for patrons; and a sample lesson for Bible instructors. An annotated bibliography of reference books includes books about the Bible, as well as works on church history, comparative religions, denominations, music, and worship and preaching. An annotated list of reference books, prepared by Marcia Posner specifically for small, Jewish libraries, includes biographies, dictionaries, directories and almanacs, encyclopedias, history, the Holocaust, Israel and Zionism, Judaism, librarianship, quotations, and rabbinic literature. A list of publishers of religious reference books is also provided. (SD)

ED 316 267 JC 900 099

Carroll, Constance M.; And Others
Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- Nov 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; *College Planning; Community Colleges; *Educational Legislation; Expenditures; *Financial Support; *Needs Assessment; Program Proposals; *Staff Development; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans
In 1989, Saddleback College (SC) and nine other California community colleges were selected for an on-site review of the uses and benefits of Assembly Bill (AB) 1725 faculty and staff development funds. The materials in this report describe the process and criteria used by the Saddleback College Faculty and Staff Development Committee to allocate funds. The specific goals of the college's three employee segments (i.e., administration/classified leadership, faculty, and classified staff) are also reviewed. The first section of the report presents SC's comprehensive plan for faculty and staff development, focusing on the four components specified by AB 1725: (1) formation of a collegewide advisory committee, representing all segments of the staff; (2) implementation and review of needs assessments to determine faculty and staff interests and requirements for professional growth and development; (3) formulation of a comprehensive plan for professional development for all segments of the college staff; and (4) identification of expenditures for faculty and staff development undertaken in 1988-89. The next section contains forms and instructions for applying for AB 1725 staff development funds. The third section presents the results of needs assessment surveys of faculty, administrators, and classified staff, indicating that for faculty the greatest emphasis was on funding of conferences, workshops, and industry visitations, followed by funding for invited lecturers, faculty-presented workshops, and mini-courses. Administrators were most interested in computer training, and seminar or workshops on management principles, conflict resolution, time management, and budget development. Classified staff expressed interest in on- and off-campus workshops, and computer training. For each employee group, the report includes costs estimates for development programs and the questionnaire. The final section focuses on 1988-89 expenditures of AB 1725 monies, indicating that $34,152 of the total allocation of $62,903 for faculty and staff development was expended within the fiscal year. (JMC)

ED 315 945 EC 222 095

Wolfle, Jane; Southern, W. Thomas
Teachers' Assessment of Preschool and Primary Giftedness.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Creativity; *Gifted; Preschool Education; Primary Education; *Student Characteristics; *Talent; *Teacher Attitudes; Teacher Background; Teaching Experience; Young Children

This study examined traits considered most important in identifying giftedness in young children, as reported by teachers of preschool and primary grades. Sixty-six teachers in northwest Ohio and Virginia responded to a questionnaire listing items in the following categories: cognitive, personality, physical, creativity, talent, and social. Questionnaire items consisted of characteristics, traits, and behaviors both frequently associated with giftedness and having low correlation to giftedness. Results showed that teachers' experience and training made little difference in the characteristics valued, though responses were differentiated by age level taught. Cognitive traits were rated as more indicative of giftedness than any other group of traits, though teachers also seemed aware of traits that are often linked to creativity. Traits associated with talents were not widely cited or highly rated by the respondents. Teachers of preschool children valued personality traits and social development more than teachers of primary students. Four tables and 28 references are attached. (JDD)

ED 316 089 HE 023 202

Cortez, Jesus
Bilingual Education: Education Personnel Training Program.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Chico.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- T003-R90122
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Bilingual Education; *Bilingual Teachers; Classroom Techniques; Community Involvement; Competency Based Teacher Education; Cultural Awareness; *English (Second Language); Higher Education; Linguistics; Models; Parent Participation; *Practicums; *Practicum Supervision; Program Costs; Program Descriptions; Program Design; Program Evaluation; Spanish; State Universities; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Bilingual Education Personnel Training Program; *California State University Chico

The Bilingual Teacher Training Program in the Center for Bilingual/Multicultural Studies at the California State University, Chico, is a 1-year field-centered, competency-based program to train bilingual education teachers to meet increased demand. Trainees are placed in blocks of coursework and have field placement in bilingual classrooms. Participants are supervised by on-site master teachers and by supervisors from the university. One principal program goal and six performance objectives based on the critical need for bilingual education teachers have been established. The goal is to produce competent professionals to provide limited-English-proficient children (LEP) with an equal educational opportunity. The objectives include these: by the end of the academic year, 90% of trainees will (1) provide instruction in English and Spanish with equal facility; (2) demonstrate knowledge of linguistics associated with English and Spanish LEP students; (3) demonstrate knowledge of the culture of the LEP students; (4) demonstrate instructional methods and techniques appropriate to bilingual classrooms; (5) demonstrate knowledge of the processes associated with parent and community involvement; and (6) demonstrate knowledge of assessment procedures for identifying and assisting LEP students. Initial evaluation suggests the program is meeting its objectives. (MSE)

ED 316 180 IR 014 132

Duby, Aliza; Louw, Wynand
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
South African Broadcasting Corp., Johannesburg.
PUB DATE- Jul 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Audience Analysis; *Educational Television; Foreign Countries; Group Discussion; Questionnaires; *Racial Bias; *Racial Differences; Summative Evaluation; Television Research; *Vocational Education
IDENTIFIERS- *South Africa
This summative evaluation of two educational television programs, "The Edge" and "The Fortesque File," was based on a sample of "white" and "colored" classified respondents in the Greater Cape Town (South Africa) area. The two samples, which were divided into small panel groups of six to eight respondents each, were interviewed using both questionnaires and in-depth group discussions on different aspects of educational television and the programs under evaluation. "The Edge" is a film about welding, designed to address concerns about the shortage of adequately trained and qualified workers in the technical fields, and "The Fortesque File" is a series of 14 episodes dealing with salesmanship. In general, the respondents found the program titles misleading, were concerned about the lack of clear diction and good usage of English, and responded negatively to the late time slot occupied by the educational programming. In addition, the colored respondents were particularly sensitive to actions and portrayals which could be interpreted as racist. On the other hand, numerous incidents were seen by respondents as enhancing the entertainment value of the programs without detracting from their educational value. The text is supplemented by 41 tables, and three references are provided. (EW)

ED 316 225 IR 014 225

Fritsch, Helmut
Zur Strukturierung von akustischem Lehrmaterial auf Tonkassetten (On Structuring Audiotapes for Teaching). ZIFF Papiere 21.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Apr 78
NOTE- 29p.
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiotape Recordings; Foreign Countries; Motivation; Programed Instruction; Simulation; Speech Compression; *Teaching Methods
IDENTIFIERS- West Germany
The state of research on the use of audiotape recordings for teaching purposes is reviewed, and 10 strategies are discussed in detail: (1) verbal stimulation of activity; (2) nonverbal stimulation of activity; (3) stimulation of relaxation; (4) real time conservation of acoustic reality; (5) reportage (simulation and condensation of reality); (6) acoustic-guide; (7) audio training; (8) production of a new audio-reality; (9) speech compression; and (10) programmed audiotapes. (19 references) (Author/GL)

ED 315 904 EA 021 659

Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Nov 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Drug Abuse; *Drug Rehabilitation; Elementary Secondary Education; *Federal Legislation; Guidelines; High Risk Students; *Institutional Cooperation; Needs Assessment; *Prevention
IDENTIFIERS- *Drug Free Schools and Communities Act 1988 Part B; *Hawaii

The purpose of the Drug-Free Schools and Communities Act of 1988, Part B, is to establish, implement, and improve programs of drug abuse prevention, early intervention, rehabilitation referral, and education programs in elementary and secondary schools. The act also aims to support innovative, community-based programs of coordinated services for high-risk youth. In enacting Part B, Congress recognized that prompt action by schools, families, and communities can promote the goals of a drug-free generation and a renewed commitment to excellence in education. Part B, providing state assistance, can play an important role in these efforts. To carry out the purpose of Part B, states must use their federal grants to make subgrants to local districts for establishing, operating, and improving local anti-drug efforts in schools; make subgrants to, and contracts with, like-minded community-based organizations; and engage in development, training, technical assistance, and coordination activities. This booklet explains the scope of Part B, including state eligibility requirements, and activities supported by the governor and the state of Hawaii. Information is also provided about grant allocations, needs assessment and improvement plans, target student populations, grant applications and amendment procedures, the administration of Part B programs, and the District Advisory Council's role. Four appendices furnish appropriate forms, including a grant application. (MLH)

ED 315 917 EA 021 680

Thornberry, Nancy Ann
Nine Steps to a Successful Summer School.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Feb 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Cooperation; *Cost Effectiveness; Elementary Schools; *Planning; Principals; *Summer Schools; *Teaching Conditions
IDENTIFIERS- *College Station Independent School District TX
The College Station (Texas) Independent School District spent several months improving its summer school programs, but the results have been well worth the effort. The district's first step was to create the new position of "summer school principal" at the elementary, junior high, and senior high levels. This action relieved school-year principals from summer school planning and allowed a few professionals to develop a quality program. The person hired as The elementary summer school principal was given the task of designing an effective, cost-efficient summer school program, and did so in collaboration with teachers, administrators, students, and parents. Staff were guided by a nine-step action plan involving: (1) cooperative planning; (2) developing a curriculum including both remedial and enrichment classes and field trips; (3) recruiting faculty; (4) scheduling hour-long classes for a half-day program; (5) publicizing the program; (6) registering students on a convenient Saturday and charging $25 minimum tuition; (7) streamlining program operations; (8) formatting an easily understood final report; and (9) involving teachers in program evaluation. Teachers and students benefitted from the lack of grades, the chance to build confidence and new friendships, discovery of ways to combine fun and learning, freedom from paperwork, and the short working day. (MLH)

ED 315 960 EC 222 711

Siders, Jane Z.; And Others
Caregiver-Infant Interaction Bibliography.
University of Southern Mississippi, Hattiesburg. Univ. Affiliated Program for Persons with Developmental Disabilities.
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Attachment Behavior; Child Development; *Disabilities; *Early Intervention; *Evaluation; *Infants; *Interaction; Interaction Process Analysis; *Parent Child Relationship
This bibliography focuses on the impact of caregiver-infant interaction as a basis for child development. The bibliography is divided into five sections: (1) factors which influence the quality of interactions, (2) components of parent-child interactions, (3) comparison of interaction patterns of children with normal and delayed development, (4) assessment of interactional patterns and intervention techniques, and (5) implications of findings as they relate to future research trends. Within each section, entries are arranged alphabetically by author and include citations for books, book chapters, journal articles, and dissertations. The approximately 400 entries represent English-language items produced between 1957 and 1987. (JDD)

ED 315 974 EC 222 727

Osborne, Allan G., Jr.
Disciplining Handicapped Students: Legal Considerations.
PUB DATE- 26 Sep 89
NOTE- 26p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Court Litigation; *Disabilities; *Discipline; *Discipline Policy; Due Process; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; Parent Rights; Policy Formation; School Districts; *Student Rights
IDENTIFIERS- Education for All Handicapped Children Act; Supreme Court
Federal and state courts have held that disciplinary sanctions cannot be applied to handicapped students in such a way that they would be deprived of their legal rights to a free, appropriate public education in the least restrictive environment, as mandated by the Education for All Handicapped Children Act (EHA). This presentation outlines the due process provisions of the EHA and the "status quo" provision, which restricts changes that the school district may make in the child's placement without parental consent. Early litigation involving the EHA is described. A 1988 United States Supreme Court decision is traced through the district court and appeals court process. The decision, which ruled that handicapped students cannot be expelled for misconduct, at the same time upheld the use of normal disciplinary procedures such as suspensions. The policy implications and administrative implications of this decision are discussed. Forms for use in developing disciplinary policies and procedures and for documenting the use of disciplinary procedures are attached. 18 references. (JDD)

ED 316 004 EC 230 010

Andis, Kim; And Others
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities.
PUB DATE- Mar 88
NOTE- 127p.; Produced by the Indiana Resource Center for Autism.
AVAILABLE FROM- Indiana Resource Center for Autism, Institute for the Study of Developmental Disabilities, 2853 East 10th Street, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Autism; *Communication Disorders; Community Resources; *Daily Living Skills; Evaluation Methods; Independent Living; Individualized Education Programs; Interpersonal Competence; *Job Skills; *Leisure Education; Normalization (Handicapped); Secondary Education; Skill Development; Social Integration; Student Educational Objectives; *Student Evaluation
This sourcebook was developed to assist in systematically integrating persons with autism into the community. It offers practical methods and considerations in assessing student and family interests and needs, assessing community resources to meet the needs, and assessing students in community sites. Based on the assessments, individual student plans with goals and objectives are developed. Based on the goals and objectives, an individualized task analysis is then developed. The objectives are activity-based and reflect the domains of work, leisure, and personal management as well as the specific areas of communication and social interaction. The sourcebook contains such sample forms as an assessment of social skills/communication, survey of community resources, site-specific community survey, site specific assessment, individual assessment, task analysis, and behavior plan. (JDD)

ED 316 049 FL 018 367

Waterson, Karolyn
Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
PUB DATE- Oct 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *Drama; *Dramatics; *French; Instructional Materials; *Literature Appreciation; Second Language Instruction; Second Language Learning
A discussion of use of theater in second language instruction describes one teacher's experience using French masterpieces in the language class. Illustrations are drawn from Racine's seventeenth-century classical tragedy "Andromague." Five individual and group activities are described that are referred to as the Circle, the Interpreter, the Prompter, the Matchbox, and Human Geometry. The Circle begins as the collective exploration of a text, with the group gradually increasing its intellectual and linguistic mastery of the text. The exercise concludes with students contributing different interpretations of phrases or passages. In the Interpreter, one student reads a passage and another interprets it to the first student. The Prompter requires that some students prompt other students in performance for an imaginary audience. The latter two exercises facilitate mastery of syntactically difficult material. The Matchbox begins with the emptying of a matchbox onto the classroom floor or a table, then breaking a syntacticaily complex passage into as many units as is reasonable. At the end of each unit, a match is returned to the box. This activity helps students forget the complexity of a passage and focus on manageable units that reveal its basic structure. In Human Geometry, students and/or instructor choreograph intricate passages. (MSE)

ED 316 064 FL 800 081

Bell, Anita Molly; Dy, Som
Tales from the Homeland: Developing the Language Experience Approach.
Tacoma Community House, WA.
PUB DATE- 84
NOTE- 176p.
AVAILABLE FROM- Tacoma Community House Training Project, Box 5107, Tacoma, WA 98405 ($7.00 plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Cambodians; Classroom Techniques; *English (Second Language); Foreign Countries; Illustrations; *Language Experience Approach; *Literacy Education; *Personal Narratives; Refugees; Second Language Instruction; Story Telling; *Student Experience; Student Journals; Teaching Methods; Writing Instruction
IDENTIFIERS- *Cambodia

The book is both a guide to the language experience approach for teaching English as a Second Language (ESL) and a collection of one ESL student's personal narratives about his home country. The first section describes the language experience approach, which uses the student's own language and experience as the source of second language learning material, and suggests procedures for using this approach in the classroom. These include getting started, writing down the student's spoken language and using the stories as a point of departure for conversation and literacy activities, fleshing out the story, keeping a journal, supplementing student stories with other materials, and accomplishing all of these activities in limited instructional time. The second section contains 19 stories either told by a Cambodian student or adapted from published work. Of the student's stories, some are in her original words, some are corrected by her, and some are rewritten by the teacher. Each story is accompanied by a brief preface, a picture, and some suggested literacy activities. The stories are narratives about life in Cambodia, folk tales, or discussions of culture and acculturation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 076 HE 022 979

Tomlinson, Louise M.
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-2-X
PUB DATE- 89
NOTE- 127p.
CONTRACT- RI88062I4
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Bound Students; *College Preparation; *Developmental Studies Programs; *Educational Development; Educationally Disadvantaged; Higher Education; High Risk Students; Skill Development; Transitional Programs
The report examines postsecondary developmental education for students denied regular admission to the institution. Addressed are such concerns as the evolution of developmental programs, the effect of developmental programs on the integrity of academic institutions, and the future of postsecondary developmental programs. The report's seven sections discuss the following topics and subtopics: (1) the historical perspective of postsecondary developmental education (the evolution of developmental programs in the United States and the purpose, function, nature, definition and ambiguities of such programs); (2) the rationale for developmental programs (new target population, projections, arguments on role and responsibility, learning deficiencies, experiential deficiencies, and standardized placement trends--SAT averages); (3) characteristics of postsecondary developmental programs (alternative structures, types of interventions, delivery modes, operational models, and the role of junior and senior colleges and universities); (4) exemplars and problems in the delivery of developmental services (profiles of two successful programs, factors of success) personnel, program design, general criticisms, and problems); (5) program evaluation (assessments of program evaluation, focus and findings, and evaluation designs and implications); (6) changes in education and the challenge to developmental curriculum (including a comparison of Sternberg on training intelligence, Feurstein on instrumental enrichment, and Lipman on philosophy in the classroom); and (7) policy and possibilities for future developmental programs (the role of the state in policy, training administrators and faculty, the prospective developmental student population, the general prosperity of programs, and developmental research). Contains 139 references. (SM)

ED 316 152 HE 023 277

Gallin, Alice, Ed.
Student Life Issues: From the Front Lines.
Association of Catholic Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-1-55833-038-0
PUB DATE- Jan 90
NOTE- 37p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, Suite 650, One Dupont Circle, Washington, DC 20036 (1-9 copies $5.00, 10 or more copies $4.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Administrator Role; Alcohol Abuse; *Catholic Schools; *Church Related Colleges; College Presidents; *College Students; Community Programs; Community Responsibility; Educational Quality; Higher Education; National Surveys; Private Education; Quality of Life; Religious Education; Sexuality; *Student Characteristics; Student Development

Issues on college student life are presented, focusing on first, the results of a questionnaire survey asking Association of Catholic Colleges and Universities (ACCU) college and university presidents to name what they consider to be the three most immediate student life concerns and, second, ACCU Student Life Task Force discussions on the data produced by the questionnaire. Four recommendations are made to presidents of Catholic colleges and universities: (1) take a leadership role on campus in demonstrating Catholic values; (2) encourage and support the formation of a national association which will provide a forum for identifying student life issues; (3) know the students; and (4) engage the entire college community in efforts of student development. After an introduction and preface, seven papers have the following titles and authors: "ACCU Student Life Questionnaire: A Report" (Dorothy M. Riley); "The Responsibility of Community: Perceptions on Alcohol and Human Sexuality on Catholic Campuses" (John. J. DeGioia); "Faith Development in College Students; (Julia A. Lane); "Self-Esteem: The Foundation for Growth" (Joan E. Bristol and Jane Novack); "The Role of the President in Student Affairs" (Dorothy M. Brown); "Catholic Colleges and Universities in Service to the Community" (Paul C. Reinert); and "Community Service: An Integral Part of the Catholic Academic Mission" (Jean M. Wilkowski). (SM)

ED 316 166 HE 023 291

Changes in the Composition of the Health Professions Applicant Pool: 1977-1987.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Mar 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *College Applicants; Demography; Dental Schools; Enrollment Trends; Ethnic Groups; Health Education; Higher Education; Medical Schools; Osteopathy; Professional Education; *Student Characteristics; Trend Analysis; Veterinary Medical Education

The report synthesizes and summarizes trends in the numbers and characteristics of persons who have applied to selected health professions schools (i.e., allopathic medicine, osteopathic medicine, dentistry, and veterinary medicine) from 1977 to 1987. It is based primarily on data made available by the professional associations of the schools and practitioners. Applicants in recent years are compared with those in earlier years to determine the extent to which the pool has changed with regard to racial/ethnic composition, gender composition, socioeconomic status of the applicants, and academic qualifications of the applicants. Trends in higher education that may be associated with some of the changes that have occurred in the health professions applicant pool are presented. Some of the findings are as follows: a general decline in applicant numbers; a decline in white male applicants and an increase in female applicants; recent applicants appear to be more affluent than applicants in earlier years; in most disciplines, declines in the applicant pool have been accompanied by a larger percentage of applicants accepted; and increasing undergraduate enrollments have not necessarily led to increased number of health professions schools applicants. Contains 4 references. (SM)

ED 316 280 JC 900 140

Okun, Morris A.; And Others
Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
Arizona State Univ., Tempe.
SPONS. AGENCY- Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 15 Jan 90
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; College Transfer Students; Community Colleges; Dropout Characteristics; *Part Time Students; School Holding Power; Student Attitudes; Student Attrition; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- Phoenix College AZ
In 1989, a study was conducted at Phoenix College to explore institutional turnover rates from the spring to the fall semester among part-time community college students. Surveys were administered in class during spring 1989 to a random sample of part-time, working students who were enrolled in 12 credit hours or less. Students were asked about their background, outside responsibilities, educational status, affective reactions to college, and academic performance. The majority of the sample had declared majors, felt that extra help was available from instructors, and were at least moderately satisfied with Phoenix College. Major study findings, based on survey responses from 426 students, included the following: (1) 82% of the students intended to stay at Phoenix College; (2) of the students intending to leave, 90% planned to attend another college; (3) among students planning to transfer, 67% intended to enroll at a four-year institution; (4) 89% attained a grade point average (GPA) for the spring semester 1989 above 1.99; (5) course offerings and scheduling conflicts were the most frequently mentioned school-related obstacles; (6) time/scheduling at work and lack of money were cited often as non-school-related barriers. After excluding students with GPA's below 2.00, student responses were correlated with their continued enrollment at Phoenix College in fall 1989. Commitment to the intention to stay was the strongest predictor of continuation status. The survey instrument is appended. (WJT)

ED 315 931 EC 222 043

Duganne-Glicksman, Mary Ann; Murzbach, Linda
Training for Professionals Working with Families. Revised.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 40p.; Revision by Lynn Carlisle and Pat Lesniak. For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; *Disabilities; Elementary Secondary Education; *Emotional Adjustment; Family Problems; *Inservice Education; *Inservice Teacher Education; Parent Participation; *Parent Teacher Cooperation; Preschool Education; Stress Variables
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on training for professionals working with families. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours and has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) gain an understanding of emotional issues and stresses in a family that has a child with a disability, (2) understand the stages of the coping process, (3) identify the similarities between parents and professionals, and (4) explore parent and professional differences. A bibliography identifies six books, magazines, or other resources. (DB)

ED 315 946 EC 222 096

Karnes, Merle
Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
PUB DATE- 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Curriculum; *Delivery Systems; *Educational Practices; *Gifted; Gifted Disabled; Gifted Disadvantaged; Lesson Plans; *Models; Preschool Education; Primary Education; *Program Development; *Talent; Teaching Methods; Young Children

This monograph addresses issues and problems related to identification of and programming for gifted/talented children of preschool, kindergarten, and primary age. Barriers to early identification and programming are identified. A rationale for early identification and programming is presented, followed by administrative options including mainstreaming, pull-out programs, mentors/tutors, after-school programs, Saturday programs, and summer programs. The process of differentiating a curriculum for young gifted children is described. Elements of conceptual models used for developing an instructional program are then outlined, including a theoretical base, curriculum, instructional methods, child assessment, teacher role, teacher-child interactions, use of time, and use of space. Also addressed are methods of serving the gifted handicapped, serving the gifted from low-income and minority homes, and involving parents. Three model programs developed at the University of Illinois are described: Retrieval and Acceleration of Promising Young Handicapped Talented Children (RAPYHT), Bringing Out Head Start Talents (BOHST), and the University Primary School. The document includes sample instruments such as screening checklists, as well as lesson plans for the classroom and the home in art, music, creativity, reading, math, and psychomotor talent. (JDD)

ED 316 034 FL 018 349

Barona, Andres; Gonzalez, Cynthia
Problems in the Study of Second Language Learners.
PUB DATE- 88
NOTE- 14p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Definitions; English (Second Language); Language Dominance; Language Proficiency; *Language Tests; Limited English Speaking; *Research Problems; *Second Language Learning; *Student Characteristics; Testing Problems
Problems related to the study of second language learners are described, and the factors affecting language development are discussed. Factors influential in second language learning include psychological, sociological, and affective aspects. Similarly, the measurement of language has been influenced by linguistic, psychological, and social theory. The rise of bilingual and English-as-a-Second-Language (ESL) programs has also resulted in new terminology for both language dominance and language proficiency with respect to limited- or non-English-speaking populations, and these terms have added to the misinterpretations and misconceptions already existing in the language field. The identification of language dominance patterns is primarily a diagnostic function, and does not necessarily indicate the language in which content should be taught. The formal language on which measures are frequently based may be unfamiliar to the student. In the press for classification, many errors are made in specifying the child's level of control of a second language. Language proficiency in one context may be inadequate in other contexts. Community and cultural group attitudes are important factors in second language learning. All these are viable considerations in language acquisition success and failure, but are often ignored in studying the language learner. (MSE)

ED 316 115 HE 023 228

Rothman, Max B.
Southeast Florida Center on Aging.
American Association of State Colleges and Universities, Washington, D.C.; Florida International Univ., Miami.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; State Univ. System of Florida, Tallahassee.
PUB DATE- 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); *Aging Education; *Educational Gerontology; *Gerontology; Graduate Study; Higher Education; Models; Professional Education; Program Descriptions; Public Agencies; *Public Policy; Research; State Universities; Technical Assistance; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Florida International University; Southeast Florida Center on Aging
The Southeast Florida Center on Aging administers a comprehensive program in gerontology at Florida International University, with core and contract funding from a variety of federal, state, and institutional sources. The center's aims are to serve as a focal point for applied public policy research; design and implement gerontological education and training programs for students, professionals, and older learners; and provide professional and technical assistance to government and community agencies and organizations serving older persons. To achieve these, it engages in a wide variety of research, educational, and community service activities, with emphasis on state and local policy and practice issues. (MSE)

ED 316 210 IR 014 205

Neill, Shirley Boes; Neill, George W.
Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
REPORT NO.- ISBN-0-8352-2851-7
PUB DATE- 89
NOTE- 314p.; For the 1990 edition of the annual guide, see IR 014 204.
AVAILABLE FROM- R.R. Bowker, Order Department, PO Box 762, New York, NY 10011 ($49.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Microcomputers
IDENTIFIERS- Selection Tools; *Software Evaluation
This cumulative guide lists the 550 highest rated programs identified by "Only the Best" from the evaluation reports of 37 evaluation services over a 5-year period. The introduction describes the selection criteria used as well as the individual evaluation services whose evaluations were used, and lists sources where the evaluations originally appeared. The first of two major sections provides an alphabetical listing of the programs by title which serves as a table of contents to the listings by the following subject areas: arts, business education, college entrance exams, computer education, computer science, early childhood education, foreign language, health education, language arts, math, problem solving, science, social studies, student helpers, tool programs, and typing. Each entry under the subject heading includes the title of the program, its producer, copyright data, grade level(s), hardware requirements, cost, type of program, a brief description, a listing of evaluation conclusions, and bibliographic citations for reviews that appeared in magazines. The second section provides the names, addresses, and phone numbers of producers of all the programs included in this edition. (BBM)

ED 316 226 IR 014 227

Fritsch, Helmut; And Others
Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Dec 80
NOTE- 106p.
LANGUAGE- German
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Distance Education; Foreign Countries; Higher Education; Interviews; Questionnaires; *Student Evaluation
IDENTIFIERS- *Fernuniversitat (West Germany)
An empirical study of tutors responsible for evaluating students' assignments at the Fernuniversitat in 1980 employed an 18-item questionnaire, analysis of open-ended responses, analysis of graders' comments on more than 1,000 assignments, and interviews with staff. The process of evaluating students' work was shown to be inefficient, with minimal cooperation between graders and central staff. Copies of the questionnaires and results of the data analyses are included. (Author/GL)

ED 316 241 IR 053 093

The South Carolina Program for Library Development, 1989-1992.
South Carolina State Library, Columbia.
PUB DATE- 89
NOTE- 87p.; For the 1988-1989 and 1989-1990 annual reports, see ED 305 085 and IR 053 092.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; Institutional Libraries; Library Development; Library Education; *Library Planning; *Library Services; Library Standards; *Long Range Planning; *Organizational Objectives; *Program Development; Public Libraries; School Libraries; Special Libraries; State Libraries; State Programs; Statewide Planning; User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act; *South Carolina State Library

This report outlines the long-range program of the Library Services and Construction Act (LSCA) in South Carolina. The first of five chapters presents excerpts of the LSCA that describe its Titles I-VI programs; explains the evolution of South Carolina's long-range Program for Library Development; discusses the dissemination of publications related to the LSCA programs in South Carolina; and touches on how LSCA programs are coordinated. Focusing on the library public, the second chapter discusses the probable impact of population increases on information needs and library services, and inventories the special needs of the economically disadvantaged, the illiterate, the blind and physically handicapped, persons with limited English-speaking ability, the elderly, and the institutionalized. The third chapter focuses on South Carolina libraries and their needs, including the South Carolina State Library, public libraries, major urban resource libraries, institutional libraries, academic libraries, technical college resource centers, school library media centers, and special libraries. Library education programs in South Carolina institutions of higher education are also described, and maps and statistics are provided for public, institutional, and college and university libraries, and the South Carolina Library Network. The adequacy, priorities, and evaluation procedures of Title I, II, and III projects are the focus of the fourth chapter, and the fifth presents the four goals of the state library together with objectives designed to meet those goals. (SD)

ED 315 975 EC 222 728

Trautman, Retta C.; Ryley, Anderia Trail

Early Intervention and Five Years Later with an Autistic Child and Her Family.

PUB DATE- Sep 89
NOTE- 12p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Behavior Development; Case Studies; Cognitive Development; *Early Intervention; Elementary Education; Followup Studies; Home Programs; *Parent Education; *Parent Participation; Preschool Education

A case study of a 3-year-old autistic child and her family is presented, following the child through a 3-year intensive intervention program with a multidisciplinary team in a day treatment program. The day treatment program plan included academic goals, language goals, parental goals, and home training goals. A major component of the program was the family's participation in a behavior-based developmental model training course. The document presents the child's developmental history, school history, and early intervention strategies. A follow-up study 5 years after leaving the day treatment program found that the child had made apparent cognitive and behavioral improvements. Her language skills remained weak and her eye contact limited, and she exhibited little spontaneity. Her parents retained and used the skills learned from their earlier participation in the parent training course. Family counseling was recommended to aid in meeting the challenge of parenting an adolescent and to establish long-term educational and vocational goals. Seven references. (JDD)

ED 315 989 EC 222 743

Resource Guide for Persons with Hearing Impairments.
IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
PUB DATE- 19 Jul 89
NOTE- 97p.; For other guides in this series, see EC 222 742-746.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Agencies; *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Deafness; Electromechanical Aids; Electronic Control; Electronic Equipment; *Hearing Impairments; *Microcomputers; *Organizations (Groups); Telephone Communications Systems
IDENTIFIERS- *IBM Personal Computer; Voice Recognition

The resource guide identifies products which assist hearing impaired individuals in accessing IBM (International Business Machine) Personal Computers or the IBM PS/2 family of products. An introduction provides a general overview of ways computers can help hearing impaired persons. The document then provides descriptions of about 20 adaptive aids and related products followed by more detailed descriptions of IBM PC Augmented Phone Services and the IBM Personal System/2 Speech Viewer. Product information includes the manufacturer and a description. The next section lists approximately 235 agencies and associations which provide such services as acting as an information clearing house, legislative monitoring, peer counseling, and sponsoring conferences, workshops and seminars. Agencies are listed alphabetically by state. Also listed by state are about 115 additional resources providing such services as special education and rehabilitation. An index is provided for products, support groups and vendors. (DB)

ED 316 019 FL 018 300

Macias, Reynaldo F.
Official Languages in the United States: Policies, Polemics, and Politics.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 25 Apr 87
NOTE- 23p.; Paper presented at the Annual National Hispanic Media Conference (5th, Los Angeles, CA, April 25, 1987).
AVAILABLE FROM- Tomas Rivera Center, 710 N. College Ave., Claremont, CA 91711 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; English; Ethnic Groups; *Intergroup Relations; *Language Planning; *Language Role; Monolingualism; Multilingualism; *Official Languages; Policy Formation; *Political Influences; *Public Policy; United States History
IDENTIFIERS- *United States
A framework for discussing the issues associated with language policy in the United States is offered, highlighting the history of the country's diverse language groups and language policies. It is proposed that language politics, and often the policies themselves, reflect the social relations between groups within a society. The history of language groups looks at the distribution of major colonial languages, the influx of immigrant languages, and the incorporation of indigenous populations. Current and projected language diversity is examined. Two periods in the history of language policy are delineated, the first dating from the founding of the United States through the first quarter of the 20th century and the second from the end of the first quarter to the present day. Tolerance-oriented and oppression-oriented policies in the first period and their results are discussed. More restrictive language policies are also examined. Issues in the current debate over an official language are noted, including the constitutionality of proclaiming English as the official language, concern for the public status of non-English languages and their promotion, and interpretation of status legislation. Three winning essays in a 1987 contest on the importance of being bilingual are appended. (MSE)

ED 316 050 FL 018 368

Guy, Gregory R.

The Sociolinguistic Types of Language Change.

PUB DATE- Dec 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (64th, Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Diachronic Linguistics; *Linguistic Borrowing; *Social Influences; *Sociolinguistics
IDENTIFIERS- *Language Change; Language Contact

An analysis of recent proposals concerning the typologies of language change attempts to provide a synthesis identifying the major types of change that need to be distinguished. The three major types of language change discussed are spontaneous change, borrowing, and imposition. Upon analysis, it is concluded that these three types of change adequately incorporate all the analytical distinctions examined, and that the model allows comparison of a variety of characteristics associated with the change types and the making of testable predictions for particular situations. The ramifications are seen as potentially far-reaching, although much additional work is needed. It is proposed that clear and systematic treatment of change types makes possible more precise statements of the domains and conditions under which the laws of historical linguistics apply, and may suggest principled explanations of why they take the forms they do. Finally, the model is seen to aid in keeping diachronic linguistics rooted in social history. (MSE)

ED 316 102 HE 023 215

Aitken, Gene; And Others
Music Technology and Resource Center.
American Association of State Colleges and Universities, Washington, D.C.; University of Northern Colorado, Greeley. School of Music.
SPONS. AGENCY- Colorado Commission on Higher Education, Denver.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Aug 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Elementary Secondary Education; Higher Education; Models; *Music Facilities; Online Systems; Program Descriptions; Regional Cooperation; *Resource Centers; Rural Areas; State Universities; Teacher Education; *Technological Advancement; Technology
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Music Technology and Resource Center; *University of Northern Colorado
The Music Technology and Resource Center at Northern Colorado University's School of Music provides students access to advanced technology in music recording, composition, and performance; allows exploration of the use of computers and interactive computer technology in teaching music, and serves as a resource for music educators and students throughout the region. It offers equipment and personnel capable of developing interactive, learner-directed courses of study, and evaluates and implements existing software. The center's four primary goals are to: (1) expand and improve the instruction of the university's music students, particularly those who will teach in elementary or secondary schools; (2) offer a learning environment for regional music educators and elementary school teachers for achieving and maintaining currency in a variety of music programs; (3) use and continue to provide state-of-the-art technical equipment and software to develop cultural activities for elementary and secondary students, particularly in remote areas; and (4) promote critical research and development in music technology. (MSE)

ED 316 128 HE 023 241

Belock, Shirley; And Others
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
American Association of State Colleges and Universities, Washington, D.C.; Florida International Univ., Miami. School of Nursing.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 30p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
GRANT- G008302586
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Characteristics; *Cultural Pluralism; *Curriculum Development; Ethnic Groups; *Helping Relationship; Higher Education; Intercultural Communication; Models; *Nursing Education; Program Descriptions; School Community Relationship; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Adapting the Nursing Curriculum; Florida (South); *Florida International University

Florida International University's project is designed to sensitize nurses to the intercultural, interracial problems experienced when working with the local, multiethnic community. It consists of an educational module augmenting the technical curriculum and intended to: (1) enhance nurses' knowledge and understanding of cultural and racial issues; (2) improve verbal and nonverbal communication between non-Hispanic white nurses and their Hispanic, black, Haitian, Asian, Jamaican, Jewish, and Caribbean patients; (3) help nurses understand their own biases and evaluate underlying assumptions in their treatment of culturally different patients; (4) clarify myths and identify realities about culturally and racially different individuals; (5) improve nurse-patient relationships; (6) increase job satisfaction and effectiveness; (7) enhance the role of the patient's family in the treatment process; (8) encourage faculty to explore cultural and racial issues; (9) prepare nurses for some patients' culture shock on entering the hospital; (10) alleviate patient feelings of being alienated, ignored, and dehumanized; and (11) increase understanding of the multiethnic/multicultural patient population in a variety of health care situations. Five references. (MSE)

ED 316 140 HE 023 253

Sallett, Alphonse J.
A Proactive Alcohol and Drug Abuse Prevention Program.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Utica/Rome. Inst. of Technology.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents see HE 023 199-261.
GRANT- P183A90048
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *College Students; Cooperative Programs; Demonstration Programs; *Drug Abuse; *Drug Education; Higher Education; Models; Prevention; Program Descriptions; Residential Colleges; School Community Relationship; Staff Development; State Universities; Transfer Students
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State Univ of NY Inst of Technology Utica Rome
Anticipating a resident population by 1991, the State University of New York Institute of Technology at Utica/Rome is establishing a proactive alcohol and drug abuse prevention program with links to the surrounding community. According to a recent study, the college student population exceeds national norms for alcohol and drug consumption, and data further suggest that the addition of residence halls will attract both younger students with greater propensity for psychoactive drug use and illicit drug sellers. Based on a review of the literature, the program objectives are to: (1) strengthen prohibition of illicit drug use and self-destructive alcohol use; (2) prevent and reduce on-campus use of these substances by developing and disseminating credible scientific information on their adverse consequences; (3) stimulate and support student-generated alternatives to their use and plan for maximal use of the educational, athletic, and social resources and facilities of the college; (4) develop and execute an alcohol and drug education and training program for all institutional personnel; (5) reduce on-campus alcohol and drug use through referral to community resources, counseling, and self-help; and (6) prevent drug and alcohol abuse by stimulating prevention and treatment efforts in primary and secondary transfer institutions. (Author/MSE)

ED 316 167 HE 023 292

Council on Graduate Medical Education First Report of the Council. Volume I.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 1 Jul 88
NOTE- 80p.; For Volume II, see HE 023 293.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Demography; Educational Finance; *Educational Planning; Foreign Medical Graduates; Foreign Students; *Graduate Medical Education; Graduate Medical Students; Graduate Study; Health Care Costs; Higher Education; Medical Education; Minority Groups; Physicians
IDENTIFIERS- *Council on Graduate Medical Education

The report contains 44 recommendations on issues related to both undergraduate and graduate medical education. Among 10 principles identified are: the goal increased representation of minorities in the health professions and the importance of considering effects of total health care costs in the Nation. Initial chapters are concerned with legislative background; structure, principles, and approach used by the Council; and an overview of medical education. The recommendations and conclusions are concerned with the following areas: physician supply in the aggregate, geographic distribution of physicians, minority representation in medicine, primary care and other physician specialties, financing graduate medical education, Medicare financing of direct and indirect costs of graduate medical education, foreign medical graduates and access to graduate medical education, foreign medical graduates national relations, structure and content of medical education, and data and research issues. Also noted are long-term agenda considerations. A glossary provides definitions of 45 key terms. Two appendices provide legislative documentation. This document contains 65 references. (SM)

ED 316 181 IR 014 140

Collins, J. H., Ed.; And Others
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
SPONS AGENCY- Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.
REPORT NO.- ISBN-0-905941-26-8
PUB DATE- Mar 88
NOTE- 638p.; For Volume 2, see IR 014 141; for the proceedings of the sixth conference, see IR 014 142-143.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Artificial Intelligence; *Computer Assisted Instruction; Disabilities; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interactive Video; Leadership; Open Education; *Teacher Education; Technology Transfer; Telecommunications

The first of two volumes in these proceedings contains the text (or, in a very few cases, an abstract) of 157 papers on the use of technology at all levels of education, including elementary, secondary, and higher education. These papers were presented in 54 topic sessions and two plenary sessions. Themes of the sessions include: (1) educational administration and leadership; (2) enabling technologies; (3) using computers to enhance instruction; (4) artificial intelligence; (5) open and distance learning; (6) teacher education; and (7) using computers with the handicapped. An alphabetical index of authors in this volume is provided. (GL)

ED 316 197 IR 014 189

Annual Report, 1988-89.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- 89
NOTE- 68p.; For the 1987-88 Annual Report, see ED 305 060.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Computer Assisted Instruction; *Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Program Evaluation; *Staff Development; *State Programs; State Surveys; Teleconferencing; Use Studies
IDENTIFIERS- Interactive Television; *South Carolina Department of Education

This report summarizes the activities of the South Carolina Office of Instructional Technology during the 1988-89 school year. Objectives relating to planning, fiscal management, administration, computers, evaluation, dissemination, and reporting for the office's Annual Management Plan are outlined. An advisory system designed to facilitate communication between the office and schools is described, and 13 publications available from the office are listed. Primary activities in computer-assisted instruction are discussed, including the revision of software advisory listings and conducting the sixth annual statewide computer survey. Brief descriptions of instructional television (ITV) and radio resources developed by the Resource Development Section follow. Other activities of this section are noted, e.g., program evaluation, workshops, and new staff development resources. Data are also reported for major accomplishments of the Utilization Section inservice and training utilization, utilization services provided, television network expansion, equipment purchases, computer education utilization, and the Software Evaluation Exchange Dissemination project. The results of the annual survey of ITV and radio usage, ITV utilization history, ITV utilization trends, and staff development utilization are covered, and conferences/workshops and teleconferences are listed. Results of the annual computer survey are shown and compared with those of previous years. Activities aimed at increasing awareness of ITV and radio are summarized. Plans for 1989-90 to improve utilization and reception conclude the report. (MES)

ED 316 268 JC 900 103

Parmenter, Bill; And Others
Human Resources Development Plan, 1989-90.
Cypress Coll., Calif.
PUB DATE- 89
NOTE- 28p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; *Faculty Development; Financial Support; Inservice Teacher Education; Labor Relations; Needs Assessment; Program Costs; Program Development; Program Proposals; *Staff Development; Teacher Workshops; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

The human resources development plan presented in this report was developed by Cypress College (CC) to increase or refresh the knowledge and skills of classified staff, faculty, and administrators. The report reviews the colleges staff development plan, activities for 1988-89, and plans for 1989-90. Section I provides an overview of CC's staff development program, including information on the role of the college's Staff Development Steering Committee, program coordination and administration, and staff development needs, goals, and objectives. The three main goals identified in this section are to make staff development a shared effort involving the total staff, to make staff development a staff-driven process, and to offer an eclectic approach in staff development. Section II details the programs and activities developed by the CC Staff Development Steering Committee for the 1988-89 academic year including a building community colloquium, a mandatory flex day, flex activities for adjunct faculty, a needs assessment survey, the development of a form for proposals, a variety of group programs, and funding of workshop and conference participation. The report indicates that CC's staff was most interested in programs to promote professional growth and instructional effectiveness, and to provide retraining. Preferences were expressed for the coverage of conference/workshop expenses, campus inservice programs, innovation grants, and education cost assistance. Section III outlines the program plan for 1989-90, including budget information and information on program evaluation. Appendixes provide a job description for a staff development coordinator, the needs assessment survey instrument, sample requests and applications for staff development proposals, and the staff development evaluation instrument. (JMC)

ED 315 905 EA 021 660

Bailey, Gerald D.
How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 90
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; Curriculum; *Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; *Instructional Leadership; Instructional Materials; Leadership Qualities; *Principals

Twelve basic tenets can be used to guide administrators who want to become effective curriculum leaders. The following tenets are not formulas for success, but represent different ways of looking at curriculum leadership: (1) curriculum leaders' actions are guided by a curriculum model; (2) leaders use curriculum governance documents to identify and clarify the directions, roles, and responsibilities of all stakeholders in the curriculum monitoring process; (3) leaders create and use curriculum materials that are tied to school district guiding documents; (4) curriculum leaders know the difference between curriculum construction and curriculum monitoring and employ leadership skills accordingly; (5) curriculum leaders see curriculum development as a continuous process; (6) curriculum leaders empower others in curriculum construction and monitoring; (7) curriculum leaders see the interconnectedness of curriculum supervision and staff development; (8) curriculum leaders are trained, not born; (9) curriculum leaders are guided by research in the decision-making process; (10) curriculum leadership emerges from the ranks of all the stakeholders in the school district and school building; (11) curriculum leaders believe in self-improvement, staff development, and supervision as tools of improvement; and (12) curriculum leaders operate as facilitators and seek consensus rather than compromise. (SI)

ED 315 918 EA 021 692

Harvey, Glen; Crandall, David P.
What Restructuring Is: In Search of a Definition.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; *Educational Change; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; *School Based Management; *School Organization
IDENTIFIERS- *Educational Restructuring
Educational restructuring, an emerging concept without a single definition or a definitive model, supports the notion of multiple alternatives. Typical school improvement and excellence initiatives do not, by themselves, constitute restructuring. Restructuring means that schools should be organized according to children's learning needs. To achieve real educational excellence for all students is likely to require significant alterations in our educational system at local, district, and state levels. Since restructuring means preserving and building upon successful educational practices and rethinking and redesigning what has failed, we must ultimately reexamine all aspects of schooling, including mission and goals, organization and management, curriculum, instruction, educator roles and responsibilities, parent and community involvement, school finance, and educational regulation and control. Several ongoing restructuring efforts provide concrete examples--the Coalition of Essential Schools, the National Network for Educational Renewal, the NEA Mastery in Learning Project Schools, the Holmes Group, and the Carnegie Forum on Education and the economy. Critical restructuring components include focusing at the building level, educating all students, clarifying and raising expectations, personalizing teaching and learning, rethinking and altering educator roles, applying research and development knowledge, humanizing the organizational climate, and involving parents and the community. (MLH)

ED 315 932 EC 222 044

Doyle, Beverly; West-Tackett, Marsha
Transition Planning. Revised.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 88
NOTE- 43p.; Revision by Lynn Carlisle and Pat Lesniak. For related documents, see EC 222 038-052.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Delivery Systems; *Disabilities; *Education Work Relationship; Individualized Education Programs; *Parent Participation; *Parent School Relationship; Secondary Education; Services; *Transitional Programs
This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilties; focus is on transition planning. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours and has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the terms and definitions related to the transition process, (2) identify parents' roles and responsibilities in the transition process, (3) examine local adult service delivery systems, (4) recognize the need for interagency collaboration in succéssful transition planning, and (5) develop an awareness of the need to include transition elements in the Individualized Education Program. A bibliography identifies eight books, magazines, or other resources. (DB)

ED 315 961 EC 222 712

The Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
National Council on Disability, Washington, DC.
PUB DATE- Sep 89
NOTE- 86p.
AVAILABLE FROM- National Council on Disability, 800 Independence Ave., S.W., Suite 814, Washington, DC 20591 (also available in audio tape format).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Disabilities; *Educational Legislation; *Educational Practices; Education Work Relationship; Elementary Secondary Education; *Excellence in Education; Federal Legislation; Federal State Relationship; Government Role; Preschool Education; *Program Effectiveness; Regular and Special Education Relationship; *Special Education; Special Schools; Student Needs
IDENTIFIERS- *Education for All Handicapped Children Act

This year-long study on education of students with disabilities, funded by the United States Congress, reviewed and analyzed recent studies and articles; consulted with parents, students, professionals, and leaders in the public and private sectors; and received testimony from over 50 witnesses. Following an introductory chapter, a profile of the Education for All Handicapped Children Act (Public Law 94-142) is offered. Study findings are then organized around the following topic areas: parental and student satisfaction with educational services; the unique needs of minority, rural, native American and military families; effective parent-school partnerships; resolving differences through due process procedures; the education reform movement; federal leadership; the federal-state partnership; the relationship between general education and special education; the role of separate schools; transition from school to adult life; employment; and international issues. The report recommends that a 2-year National Commission on Excellence in the Education of Students with Disabilities be established, involving public organizations, professionals, government entities, parents, students, and private sector representatives. The report includes a statement of the mission of the National Council on Disability, a list of Council members and biographical information, a minority viewpoint concerning report issues and recommendations, and a list of witnesses who provided testimony. Contains 45 references. (JDD)

ED 316 005 EC 230 011

Sitlington, Patricia L.; And Others
Vocational Programming for Students with Autism.
Indiana Univ., Bloomington. Developmental Training Center.
PUB DATE- 86
NOTE- 166p.
AVAILABLE FROM- Indiana Resource Center for Autism, Institute for the Study of Developmental Disabilities, 2853 East 10th St., Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Autism; *Evaluation Methods; *Job Skills; Job Training; Models; Program Development; Secondary Education; Skill Development; Student Educational Objectives; Student Evaluation; *Teaching Methods; *Vocational Education; *Vocational Evaluation
This sourcebook deals with the basic work behaviors and vocational skills that should be targeted in a secondary level program for students with autism. A chapter titled "The Vocational Training Continuum" presents the theoretical basis for developing a continuum of vocational experiences needed by the autistic learner. It describes existing vocational training models for the severely handicapped, issues and questions emerging from these models, and the vocational training continuum developed by the Transitional Autism Program at Indiana University's Developmental Training Center. "Vocational Assessment" reviews types of information needed in the assessment process, describes methods of obtaining assessment information, and provides a model for ongoing assessment tied to vocational programming phases. "Teaching Entry Level Vocational Behaviors: Identifying Individual Objectives" focuses on establishing appropriate objectives in the areas of communication, endurance/continuous working, compliance, interpersonal behavior, rate, and accuracy. "Teaching Entry Level Vocational Behaviors: Manipulating Instructional Variables" uses instructional variables as a means to teach flexibility and independence within the context of work behaviors. Specific manipulations of environment, structure/routine/schedule, materials, and expectations/reinforcement are examined. Appendices contain a summary of formal assessment instruments, student profile database forms, vocational assessment summary, sample individual educational plans, and sample behavior plans. 25 references. (JDD)

ED 316 035 FL 018 350

Gayles, Anne Richardson
Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
PUB DATE- 88
NOTE- 11p.; In: Garcia, Herman S. and Chavez, Rudolfo Chavez. Ethnolinguistic Issues in Education, 1988. For a related document, see ED 309 002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Curriculum Design; Higher Education; Multicultural Education; *Program Development; *Teacher Education
Curricular experiences in a bilingual/multicultural teacher education program should be designed around the experiential and conceptual backgrounds of multiethnic children and youth. The concepts, generalizations, content, language patterns, values, attitudes, habits, and cultural heritage familiar to all racial and cultural groups should constitute the core of an effective program. This allows the prospective teacher to acquire the competencies needed to design and implement bilingual cross-cultural programs, function effectively in ethnically diverse classrooms, and carry out "culture context teaching." Every aspect of a multicultural teacher education program (general education, area of specialization, and professional education) should be designed to help the teacher acquire a realistic understanding of a culturally diverse society and assist culturally diverse children in coping with the persistent problems of everyday living. (MSE)

ED 316 065 FL 800 086

Reck, Deborah; And Others
Tutoring ESL: A Handbook for Volunteers.
Tacoma Community House, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Differences; Dialogs (Language); Drills (Practice); *English (Second Language); Entry Workers; Games; Instructional Materials; Language Experience Approach; Lesson Plans; *Literacy Education; Pronunciation Instruction; Refugees; Second Language Instruction; State Programs; Student Journals; Student Projects; Teaching Guides; Teaching Methods; *Tutoring; Visual Aids; *Vocational English (Second Language); Voluntary Agencies; *Volunteer Training
IDENTIFIERS- *Total Physical Response; *Washington
This handbook is designed for use by Tacoma Community House volunteer tutors of English as a Second Language (ESL) as a supplement to basic volunteer training. The handbook includes detailed information in areas briefly covered during training and specific instructional ideas and class activities. A section on getting started discusses the cultural differences volunteers are confronted with, getting to know the student and his needs, breaking the ice, choice of ESL resources, effective student-teacher communication, and the four language skills: listening, speaking, reading, and writing are emphasized. A chapter on lesson planning discusses problems to anticipate, and procedures for specific activities such as review and pronunciation drills. The third section discusses a variety of materials, standard techniques, and projects such as the use of visual aids, student journals, songs, the Total Physical Response method and the Language Experience Approach. The fourth section describes a wide variety of activities for practice, drills, and games, and the fifth section focuses on the purposes, uses, and content of vocational ESL. The fifth section contains a list of language functions needed in entry level jobs. Appended materials include a list of volunteer programs assisted by the Tacoma Community House volunteer training project, a 28-item bibliography, a list of teacher resources, and the master plan of the Washington State Adult Refugee Project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 316 090 HE 023 203

Muller, William D.
College Internship Program.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Fredonia. Coll. at Fredonia.
SPONS. AGENCY- New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.
PUB DATE- 89
NOTE- 25p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Administrative Policy; College Faculty; *Compensation (Remuneration); Departments; Faculty Development; Higher Education; *Internship Programs; *Liberal Arts; Models; Performance Contracts; Practicums; Program Administration; Program Costs; Program Descriptions; State Universities; *Student Placement; Supervision; *Teacher Role
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; College Internship Program; *State University of New York Coll at Fredonia
The college internship program at the State University of New York, Fredonia, has evolved since 1975 and provides liberal arts students an opportunity to gain professional experience related to their field of study. Initial federal support permitted development of a centralized, all-campus support and administrative structure while leaving intern supervision (sponsorship) with the teaching faculty in the departments. Interns have a formal learning contract and internship handbook. The centralized internship office acts as a quality control agent, student advisor, and communication link. College policy governing internships emphasizes the crucial role of the teaching faculty as sponsors in placing, evaluating, and assessing the internships. One issue of concern in the program is the lack of a systematic, college-wide scheme for compensating sponsors, so the total real cost of the program is obscured. Attempts to link compensation with faculty development are under way as a means of guaranteeing that academic standards are maintained. (MSE)

ED 316 255 IR 053 111

Pearl, Patricia
Helping Children through Books: A Selected Booklist. Third Revised Edition.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-28-8
PUB DATE- 90
NOTE- 31p.; For the second edition, see ED 184 582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bibliotherapy; *Childrens Literature; Chronic Illness; Death; Disabilities; Elementary School Students; Family Problems; *Library Collections; Older Adults; Self Esteem
An update of a bibliotherapy bibliography compiled by the Church and Synagogue Library Association (CSLA) a decade ago, this list includes books intended for children from a preschool to a sixth-grade reading level. Although the first edition included works concerning religion, this edition does not, since those works are already covered in other CSLA guides. Some titles were carried over from the first edition; however, most are recent publications. Preceding its annotation, each entry includes the author, title, illustrator, publisher, number of pages, cost, and classification information. The books are listed in four major categories: (1) "Everyday Problems," which includes problems with brothers and sisters, new babies, understanding older people, self-acceptance, overcoming fears, sex roles, day care and babysitting, and moving; (2) "Special Problems," which includes adoption, divorce, remarriage and stepfamilies, single parent families, safety and child molestation, sexual abuse, substance abuse, the handicapped, the blind, the deaf, the mentally retarded, and the wheelchair bound; (3) "Illness, Health, and Medical Care," which includes cancer, dentists, doctors, and hospitals; and (4) "Death," which includes the death of children, death of an older person, death of a parent, and death of a pet. Author and title indexes follow the text. (SD)

ED 316 281 JC 900 141

Colleague 1990. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
State Univ. of New York, Albany.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Articulation (Education); Cognitive Processes; *College Instruction; Community Colleges; Computer Assisted Instruction; Learning Disabilities; Online Systems; School Location; Small Colleges; Teacher Responsibility; Technical Education; Telecourses; Training Methods; Two Year Colleges; Workshops; Writing Instruction
IDENTIFIERS- *New York

Designed as a means of communicating creative ideas in community college education, this journal contains 12 articles on instructional and administrative issues facing the community colleges of the State University of New York. This collection includes the following: (1) "Egalitarian Education in an Elitist Environment," by Eduardo J. Marti; (2) "New Solutions for Some Old Problems: Distant Learning at North Country Community College," by Gail Rogers Rice and Peter Biddle; (3) "The Learning through Writing Program at Mohawk Valley," by Sandra E. Engel and others; (4) "Technology Bound--A Hidden Agenda," by Patricia Pietropaolo; (5) "The Continuing Educator--Balancing a Fine Line between Academics and Industry," by Jessee Gugino and Renee' M. Caya; (6) "Do Non-Regents Students Succeed at a New York State Community or Technical College?" by Charles E. Gotsch; (7) "Testing Accommodations for the Disabled," by Andrea Bythewood; (8) "Distance Learners: They're Closer Than You Think," by Sue Commanday; (9) "A Pilot Project: The Bridge Program Easing the Transition from High School to College," by Lorraine Martin; (10) "Generator Transplants for Tenured Faculty (Business Experiences Applied to Academia)," by Robert J. Mullin; (11) "The HVCC Database Research Project: Information On-Line/On-Disc," by Paul M. Spannbauer; and (12) "The Difference Being a Social Animal Makes, A Conceptual Scheme," by Edwin de F. Bennett. (JMC)

ED 316 077 HE 022 981

Mortenson, Thomas G.
Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- May 88
NOTE- 101p.; For related documents, see ED 312 930 and HE 022 982-984.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; College Applicants; College Bound Students; Educational Finance; *Eligibility; Federal Programs; Financial Aid Applicants; *Grants; Higher Education; *Student Financial Aid; Student Needs
IDENTIFIERS- *Pell Grant Program
This report, the second in a series on student financial aid, examines the effects of changes in the design of the Pell Grant Program on applicant eligibility over the 16 years between 1973-74 and 1988-89. The study is an outgrowth of a project undertaken in 1983-84 which attempted to identify the many decisions that constituted the design of each year's Pell Grant Program. The report's three main sections discuss the following topics and subtopics: (1) effects of changes on Pell Grant eligibility (presenting four dependent cases and four independent cases); (2) eligibility design components of the Pell Grant program (classes of eligible applicants, student aid index formula, allowable college costs, and payment schedule); and (3) implications for applicant eligibility (dependent gainers, and independent gainers and losers. It is concluded that, during the 16-year life span of the Pell Grant Program, Congress has shifted the focus of Pell Grants away from lowest resource aid applicants toward applicants from more middle income backgrounds, and this shifting focus will continue in the 1988-89 award year. Applicants whose income and assets produced the highest eligibility for Pell Grants have seen the maximum Pell Grant increase by 50% since 1975-76. During this same time period, the college costs they faced increased about 150%. Pell Grants have lost purchasing power since 1975-76 for six of the eight Pell applicant cases examined in this study. Eighteen figures are included and 19 tables are appended. Contains nine references. (SM)

ED 316 116 HE 023 229

Vaughan, George B.
Doctorate of Arts in Community College Education.
American Association of State Colleges and Universities, Washington, D.C.; George Mason Univ., Fairfax, Va.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
PUB DATE- 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; *Curriculum Design; Degree Requirements; *Doctoral Programs; Higher Education; Models; Performance Contracts; *Postsecondary Education as a Field of Study; Program Descriptions; State Universities; Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Doctorate of Arts in Community College Education; *George Mason University VA
The Doctor of Arts in Community College Education program is administered by the Center for Community College Education at George Mason University, Virginia. Coursework leading to the degree is designed to enable existing community college faculty to become more effective community college teachers and to educate prospective community college teachers. It emphasizes a broad knowledge base in the teaching field and courses in research and the history and philosophy of the community college. The program allows the student to select academic courses from designated university departments or from other departments where appropriate coursework is available. Students entering the program develop contracts that formalize their programs of study. Admission criteria include experience or a career objective in community college teaching, a personal statement, a writing sample if English is the applicant's knowledge area, and an interview. A minimum of 55 hours beyond the master's degree are required, including 24 in the teaching field, 10 core curriculum hours, 3 hours of internship, and 9 hours of doctoral project. The center also offers graduate certificates and additional courses in community college education. (MSE)

ED 316 153 HE 023 278

Buell, Cindy
Demands for Research and Publication at the Small College.
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (San Francisco, CA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Educational Quality; *Faculty Publishing; Faculty Workload; Higher Education; Promotion (Occupational); Publish or Perish Issue; *Research; *Small Colleges; Tenure; Writing for Publication
Two possible causes for the demands for research and publication on small college campuses are explored with a focus on the effect on promotion and tenure. The first hypothesis is that many administrators feel faculty research is a partner to faculty teaching effectiveness, and thus, if master teaching is the goal, faculty must excel at research. The second hypothesis is that the institution needs academic visibility, and most administrators feel research sets standards and produces role models for colleges that seek preeminence. Both hypotheses indicate a certain amount of pressure and tension between administration and faculty. Ways in which lack of research and publication affect tenure and promotion are discussed, noting the decline in the granting of tenure. More questions about the future of small college faculty are posed, examining research that says small college faculty are being asked to do more research than in the past, and that the end result of the teaching/research struggle may hurt college students more than anyone else. Small college faculty are challenged to think about what is truly important in teaching and research. Contains 16 references. (SM)

ED 316 211 IR 014 207

John, Martha Tyler; John, Floyd Idwal
A Research Model Applied to a Secondary School Computer Project in Swaziland.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; *Creativity; Developing Nations; Foreign Countries; *Instructional Effectiveness; Microcomputers; Problem Solving; Program Evaluation; Secondary Education; Semantic Differential
IDENTIFIERS- Ideational Fluency; Swaziland
The University of Swaziland was contacted to assist in evaluating the effectiveness of a computer training program at Waterford Kamhlaba, a secondary school in Swaziland. Two other secondary schools were selected as controls, and the evaluation of several variables was carried out with each of the schools' Form 1 students: (1) ideational fluency (a creativity measure); (2) attitudes; and (3) logical thinking skills. The effects of the computer course on each of these areas were examined. Students at Waterford scored significantly higher on a test of ideational fluency and showed significantly more positive attitudes toward computers than those in the control schools; however, no significant overall difference was found in logical thinking skills between the schools. Appendixes include samples of ideational fluency and semantic differential tests used in the study and tables of test results. (24 references) (GL)

ED 316 227 IR 014 228

Fritsch, Helmut; Kraft-Dittmar, Alice
Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jul 85
NOTE- 62p.
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Distance Education; Foreign Countries; Questionnaires; *Student Costs
IDENTIFIERS- West Germany
Starting from the viewpoint that a sound analysis of the real costs of distance education neglects hidden costs (social, medical, and psychological), this study surveyed a sample of 2,500 students in an effort to determine the magnitude of these hidden costs. It was found that a normal part-time student invests DM 19,000 in 8 years. This figure increases to DM 33,000 when additional costs associated with child care and household maintenance are considered. It is argued that a tax reduction for this type of continuing education is the sole means of reducing its cost. Tables of data are included throughout the report. (Author/GL)

ED 316 242 IR 053 094

Vaughan, Barbara; And Others
E. H. Butler Library Disaster Preparedness Plan.
State Univ. of New York, Buffalo. Univ. Libraries.
PUB DATE- May 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accident Prevention; *Administrative Policy; *College Libraries; *Emergency Programs; Fire Insurance; *Fire Protection; Higher Education; *Library Materials; Organizational Objectives; Preservation; Program Descriptions; Repair
IDENTIFIERS- *Disaster Planning
The plan presented in this manual is designed to minimize the potential for disaster in the E. H. Butler Library at the State University of New York at Buffalo, and to minimize damage to materials in the event of a disaster. In addition to providing an emergency instruction sheet and a disaster contact list, the manual covers salvage priorities, prevention, protection, response and recovery timetables, response procedures, disaster supplies, suppliers and equipment, insurance, the recovery process, rehabilitation, and the ongoing responsibilities of the disaster recovery team. Also described are procedures for handling damaged books and records, i.e., air drying, dehumidification, freezer drying, vacuum thermal drying, and vacuum freeze drying. A form for recording disaster recovery activities for the library collections is appended. (SD)

ED 315 947 EC 222 097

Clark, Barbara
Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Development; Elementary Secondary Education; *Gifted; Integrated Activities; *Intelligence; *Learning Strategies; Models; Teaching Methods
IDENTIFIERS- Empowerment; Integrative Education Model

Data on the development of intelligence and the concept of giftedness are interpreted for use in the classroom and are applied to the development of strategies to optimize learning. The Integrative Education Model is introduced, with its purpose of empowering the learner physically, emotionally, cognitively, and intuitively. The teacher's role is described as central to the establishment of the optimal learning environment, as the teacher sets the tone, establishes the organization, facilitates the goals, and influences the productivity of each class member. The human brain is described, and functions of the brain are discussed, with the integration of these functions seen as allowing human intelligence to express itself most fully. A number of specific activities are offered to illustrate the affective-cognitive interaction of left brain-right brain functioning. (JDD)

ED 315 990 EC 222 744

Resource Guide for Persons with Learning Impairments.
IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
PUB DATE- 19 Jul 89
NOTE- 117p.; For other guides in this series, see EC 222 742-746.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Agencies; Cognitive Development; *Computer Assisted Instruction; Computer Software; *Learning Disabilities; Mathematics Instruction; *Mental Retardation; *Microcomputers; *Organizations (Groups); Reading Instruction; *Remedial Instruction
IDENTIFIERS- *IBM Personal Computer

The resource guide identifies products which assist learning disabled and mentally retarded individuals in accessing IBM (International Business Machine) Personal Computers or the IBM Personal System/2 family of products. An introduction provides a general overview of ways computers can help learning disabled or retarded persons. The document then provides descriptions of about 100 products arranged alphabetically within the following categories: cognitive skills, reading and writing, and educational software. Product information includes the manufacturer and a description. A separate section lists approximately 175 agencies and associations which provide such services as acting as an information clearing house, legislative monitoring, peer counseling, and sponsoring conferences, workshops and seminars. Agencies are listed alphabetically by city within each state. Also listed by state are about 120 additional resources providing such services as special education and rehabilitation. An index is provided for products, support groups and vendors. (DB)

ED 316 020 FL 018 301

Stones, Valerie
Elementary Global Education in Practice.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Cross Cultural Studies; *Cultural Education; Curriculum Design; *Curriculum Development; Educational Objectives; Elementary Education; French; *Global Approach; Interdisciplinary Approach; Introductory Courses; *North American Culture; Program Descriptions; Second Language Instruction; *Western Civilization
This paper describes the development of an elementary school program in global culture which uses language as a vehicle for education in global citizenship. The approach to curriculum development focuses primarily on the child's needs, and secondarily on content. The curriculum was designed to be activity-oriented, child-centered, and multi-disciplinary. The objectives of the cultural component of the program were to develop understanding and respect for past and present customs of different nations, for American culture through reference to its component cultures, and for the nature of intercultural exchange. The language segment prepared for upper school language instruction in French by relating the lives and language of elementary school students to the lives and language of the people of France. Once goals and basic content area were defined, individual lesson plans were developed. Challenges encountered in implementing the lesson plans and techniques and activities used in planning, and in the classroom, are discussed briefly. (MSE)

ED 316 051 FL 018 369

English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
Literacy Council of Alaska, Fairbanks.
SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.; Department of Education, Washington, D.C.
PUB DATE- 84
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Students; Classroom Techniques; Cultural Education; Diagnostic Tests; Dialogs (Language); *English (Second Language); Grammar; Instructional Materials; Language Experience Approach; Language Skills; *Language Teachers; *Literacy Education; Material Development; Media Selection; Oral Language; Program Evaluation; Pronunciation Instruction; Reading Comprehension; Reading Instruction; Second Language Instruction; Student Recruitment; Tutoring; *Tutors; Visual Aids; Vocabulary Development; *Volunteer Training; Workshops
IDENTIFIERS- Total Physical Response

This manual addresses a variety of issues in the recruitment and training of volunteer English-as-a-Second-Language (ESL) teachers. Sections on general topics focus on: recruiting tutors, recruiting students, determining when and where to train volunteers, developing the training workshop agenda, evaluating the workshop, introducing the training program to volunteers, assessing volunteer background, orientation to the program and workshop. Sections on ESL instruction address: the relationship between language instruction and culture; oral language teaching techniques (vocabulary, visual aids, dialogue, and grammar); oral language diagnosis; developing and evaluating instructional materials; other techniques (drills, Total Physical Response, real-life assignments); pronunciation instruction; reading instruction (ESL reading diagnosis, the language experience approach, using language experience to develop other skills, reading comprehension); and a review of procedures and priorities in tutoring. A 26-item annotated bibliography of ESL texts, ESL references, pronunciation references, and ESL training references is appended. (MSE)

ED 316 103 HE 023 216

It's Your Choice--The Economics of Career Selection.
American Association of State Colleges and Universities, Washington, D.C.; University of West Florida, Pensacola. Center for Economic Education.
SPONS. AGENCY- Escambia County Board of Public Instruction, Pensacola, Fla.; Florida Council for Economic Education, Tampa.
PUB DATE- Jan 89
NOTE- 57p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; *Decision Making; Dropout Prevention; *Economic Climate; *Economic Factors; Elementary Secondary Education; Grade 6; Higher Education; High Schools; Models; Program Descriptions; Program Effectiveness; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Its Your Choice; *University of West Florida

A 50-minute program on careers and trends in the economy was created for presentation to high school students. Designed to be attention-getting as well as educational, it includes activities to introduce students to a cluster of economic concepts, data, and tools related to career selection. Pairs of college students are trained to make the presentations, and have been found to be effective with this audience. The program explains and illustrates that: (1) economic freedom includes the right to select one's own career; (2) citizens of many countries do not have this freedom; (3) every choice results in an opportunity cost; (4) some job choices mean poverty level incomes; (5) income does not always correlate positively with education level; and (7) decision-making tools can be helpful. Sources of information on demand in career fields and resources for learning about one's own skills, interests, and aptitudes are presented. Pre- and post-testing of students who have seen the program and evaluations by teachers have been very positive, and the program is now being tested at the sixth grade level for use in dropout prevention. Instructional materials and handouts used in the presentation are included. (MSE)

ED 316 182 IR 014 141

Collins, J. H., Ed.; And Others
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
SPONS. AGENCY- Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.
REPORT NO.- ISBN-0-905941-27-6
PUB DATE- Mar 88
NOTE- 360p.; For Volume 1, see IR 014 140; for the proceedings of the sixth conference, see IR 014 142-143.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Artificial Intelligence; *Computer Assisted Instruction; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interactive Video; Open Education; *Teacher Education; Technology Transfer; Telecommunications
The second of two volumes in these proceedings contains the text (or, in a very few cases, an abstract) of 87 papers on the use of technology at all levels of education, including elementary, secondary, and higher education. These papers were presented in 29 topic sessions and one plenary session. Themes of the sessions include: (1) educational administration; (2) enabling technologies; (3) computers to enhance instruction; (4) artificial intelligence; (5) open and distance learning; and (6) teacher education. Descriptions of 10 workshop demonstrations are also provided, as well as an alphabetical index of authors in this volume. (GL)

ED 315 976 EC 222 729

Clark, Isabelle M.
A Shared Service Approach for Children with Behavioral Disorders.
PUB DATE- Sep 89
NOTE- 12p.; Paper presented at the National Conference of the Council for Exceptional Children/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Disorders; *Behavior Problems; *Consultation Programs; *Delivery Systems; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Models; Program Development; *Rural Education; *Shared Resources and Services
IDENTIFIERS- *Saskatchewan

The Saskatoon Region Shared Service was formed by one urban and three adjoining rural school divisions in Saskatchewan (Canada), to serve a small, widespread population base of special needs students. The Shared Service established the Behavior Adjustment Model to develop a continuum of services for children with social and emotional problems. The program provides videotapes on classroom management for inservice teacher education and offers support services from a behavior consultant, social worker, psychologist, school administrator, or resource teacher. The procedures for receiving these support services are described. Statistical data on the numbers of clients served and types of services are provided. The Shared Service also developed the Social Learning Centre, to meet the needs of students with severe behavioral problems who are unable to cope with, or benefit from, the regular classroom program. The document describes the Centre's service approach, student population, staff, program individualization, length of stay, student integration and reintegration, funding, and volunteer involvement. (JDD)

ED 316 168 HE 023 293

Council on Graduate Medical Education First Report of the Council. Volume II.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

PUB DATE- 1 Jul 88
NOTE- 134p.; For Volume I, see HE 023 292.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Finance; *Educational Planning; Foreign Medical Graduates; *Foreign Students; *Graduate Medical Education; Graduate Medical Students; Graduate Study; Health Care Costs; Higher Education; Medical Education; Minority Groups; Physicians

This volume primarily contains the detailed reports of the subcommittees on physician manpower, foreign medical graduates, financing of graduate medical education, and minority representation in medicine. Detailed background information and considerations used by the subcommittee in developing the conclusions and recommendations are provided. Comments by individual Council members and a cross-reference display of the Council's conclusions and recommendations are also included. The three appendices offer: an executive summary from Volume I of the first report of the Council; a summary of public hearing, November 19-20, 1987 and a glossary of 46 key terms. (SM)

ED 316 228 IR 014 229

Peters, Otto
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Nov 88
NOTE- 47p.
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; *Dropout Prevention; *Dropout Rate; *Dropout Research; Foreign Countries; Higher Education
IDENTIFIERS- *FernUniversitat (West Germany)

This article presents reflections on the high dropout rate at distance education universities in general and at the FernUniversitat in particular. The introduction outlines four reasons why the dropout rate should not be as high as it is. The first chapter--on general aspects--addresses problems of definition of dropout, the astounding differences in dropout rate in various countries, the significance of the dropout rate for the student and the university, and obscurities and absurdities in dropout statistics. The second chapter focuses on the high dropout rate at the FernUniversitat. A catalogue of adverse factors is given, new forms of dropout behavior are discussed, and comparisons are made with distance education institutions abroad. Consequences for research are also discussed. A discussion of possible attitudes toward the high dropout rate at the FernUniversitat is provided in the third chapter. Possible interventions to reduce dropout rate are outlined in the final chapter. Impediments are listed, statistical analyses are interpreted, the dropout research is reviewed, and theory-related long-term multivariate research projects in this area are recommended. Tables and graphs of data are appended. (67 references) (Author/GL)

DOCUMENT RESUME

ED 316 282 JC 900 142

Head, Ronald B.
PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Mar 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Transfer Students; Community Colleges; *Enrollment Trends; Reentry Students; *School Demography; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Virginia
In an effort to provide faculty and administrators with a current profile of the diverse student population at Piedmont Virginia Community College (PVCC), a study was conducted of new students entering PVCC in fall 1989. The new student population, representing 33.5% of the total fall 1989 headcount, included 849 first-time students and 644 transfer students. The ratio of new to returning students has been relatively constant for the last five years, while the ratio of first-time to transfer students has not. During fall 1985, the number of first-time students was the lowest in 11 years and the number of transfer students was the highest ever. Between 1985 and 1987, however, first-time student enrollment increased by 14.5% and transfer student enrollment decreased by 1.9%. Generally, during the past five years, the enrollment of new students has mirrored that of the student body as a whole. Demographically, the fall 1989 new and returning students were quite similar: the ratio of males to females was 2:3; the ratio of whites to minorities was 9:1; and between 25% and 30% of all new students were in the age bracket 25 to 34. More notable differences existed between the new and returning student populations. First-time students were typically younger than transfer students and more likely to study full-time at PVCC. Proportionally more first-time students studied during the day at the main PVCC campus than did transfer students, and a larger percentage of first-time students were enrolled in programs of study leading toward degrees or certificates. A research summary is attached to the report. (JMC)

DOCUMENT RESUME

ED 316 295 JC 900 163

McKee, Jane Gallimore
Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
PUB DATE- 16 Feb 90
NOTE- 31p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater Beach, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; *College Faculty; *College Presidents; Community Colleges; *Job Satisfaction; *Leadership Styles; *Teacher Administrator Relationship; *Teacher Attitudes; Two Year Colleges
In 1987, a study was conducted to determine faculty perceptions of the leadership styles of community college presidents in West Virginia and Virginia, measure faculty job satisfaction, and explore any correlation between perceived leadership styles and faculty job satisfaction. A random sample of 321 faculty members was selected from 3 West Virginia community colleges and 23 Virginia community colleges. The sample population received a demographic questionnaire and instruments for measuring faculty perception of leadership style and faculty job satisfaction. Study findings, based on a 60% response rate, included the following: (1) 56% of the respondents were male, 54% taught academic subjects, 46% taught vocational subjects, 68% held a master's degree, 38% had over 15 years experience at the same college, and 66% worked on the same campus as the college president; (2) 41% rated their presidents high in terms of Task (i.e., the ability to tell when, where, what, and how to do something) and in terms of Relationship (i.e., providing socio-emotional support and recognition, and facilitating behaviors); (3) 19% viewed their presidents as High Task/Low Relationship, 18% rated their presidents as Low Relationship/Low Task, and 13% perceived their presidents to be High Relationship/Low Task leaders; and (4) high ratings on intrinsic job satisfaction factors (i.e., self-esteem, development opportunities, achievement, and job expectations) and extrinsic job satisfaction factors (i.e., respect and fair treatment, informed in job, amount of supervision, and opportunity for participation) were positively correlated with High Relationship/Low Task and High Task/High Relationship leadership styles. (WBT)

DOCUMENT RESUME

ED 316 309 PS 018 361

Burns, Valerie
Early Childhood Education in New Zealand: The Quiet Revolution.
PUB DATE- 12 Jul 89
NOTE- 16p.; Paper presented at the Organisation Mondiale pour L'Education Prescolaire (OMEP) World Assembly and Congress (London, England, July 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Early Childhood Education; Educational Administration; *Educational Change; Educational Objectives; *Educational Policy; Federal Government; Foreign Countries; *Government (Administrative Body); *Government Role; Organizational Change; Social Change
IDENTIFIERS- *New Zealand
This paper outlines a quiet revolution in early childhood care and education in New Zealand. In 1986, child care services were transferred from the Department of Social Welfare to the Department of Education. A working group then reviewed provisions and made recommendations. In January, 1989, an implementation unit was established in the Department of Education to carry out administrative tasks required for the establishment of a new administrative structure and policy base for early childhood education. In the future, a Ministry of Education will be responsible for providing policy advice to the Minister of Education on all aspects of education and for overseeing the implementation of national policies approved by the Minister. The most visible central agency for the support and development of early childhood services will be the Early Childhood Development Unit. For the first 2 years of operation, the Unit will be fully funded by the Ministry, and will thereafter charge a fee for services. Another new agency, the Education Review Office will ensure that all early childhood services are accountable for government funds they spend and for meeting objectives negotiated in their charter. A Special Education Advisory Service will provide support services to early childhood. Implications of these developments are discussed. (RH)

DOCUMENT RESUME

ED 316 323 PS 018 610

Stewart, Ruth L.
Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
PUB DATE- 89
NOTE- 99p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; Educational Environment; *Educational Facilities Design; *Educational Finance; Facility Guidelines; *Facility Improvement; Infants; Parochial Schools; *Playgrounds; Preschool Children; *Standards; Toddlers
IDENTIFIERS- Developmentally Appropriate Programs
A preschool director designed an outdoor playground for 115 infants, toddlers, and preschoolers attending an early childhood center operated by a graduate theological seminary. Based on a review of the relevant literature on different aspects of outdoor play, the design reflected a playground that: (1) integrated outdoor play area with indoor curriculum; (2) invited children to participate in spontaneous play with many choices of activities; (3) allowed children opportunities for creativity; (4) provided stimulation for children to explore and expand their experiences; and (5) contributed to the child's total development. Additionally, the design met long-term planning guidelines and cost limits and was approved for implementation over a period of 3 years at a cost of approximately 10,000 dollars per year. Using Lavell and Harmes' (1985) "Playground Improvement Rating Scale (PIRS)," the design was evaluated in terms of activities and equipment, safety and health, organization of the play area, variety of play surface, and surrounding environment. Evaluation results indicated that the playground design met 95 percent of the criteria in the measured areas. The report of action taken during the practicum discusses steps taken to attain objectives, difficulties encountered, and steps taken for problem solution. Over 40 references are cited and related materials are appended, including a map of the playground design and instruments, especially the PIRS. (RH)

DOCUMENT RESUME

ED 316 338 PS 018 631

Foyle, Harvey C.; And Others
Using Cooperative Learning in the Early Childhood Classroom.
PUB DATE- 3 Mar 90
NOTE- 24p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (45th, San Antonio, TX, March 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Early Childhood Education; *Learning Activities; Lesson Plans
Five group building and cooperative learning activities for the early childhood classroom are provided. The activities are designed to help create a positive, interactive classroom environment. Introductory comments provide a rationale for using cooperative activities with children. Lesson plans list objectives and materials needed, describe procedures, and offer guidelines for student practice, closure, and lesson evaluation. (RH)

DOCUMENT RESUME

ED 316 353 RC 017 383

Rosenfeld, Stuart A.; And Others
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Ford Foundation, New York, N.Y.; Hitachi Foundation, Washington, DC.; Southern Education Foundation, Atlanta, Ga.; Wye Inst. Inc., Queenstown, MD.
PUB DATE- May 88
NOTE- 14p.; For full report, see RC 017 384.
AVAILABLE FROM- Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709 (1 copy, free; 2-25, $3.00 each; discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Automation; Economic Development; Economic Impact; Economic Research; Industrialization; Industrial Training; *Industry; *Labor Education; Postsecondary Education; Public Policy; Rural Areas; *Rural Development; *Technological Advancement; Trade and Industrial Education
IDENTIFIERS- *United States (South)
This document is the executive summary for a two volume report on technological innovation and southern rural industrial development. The first volume examines public and private factors that influence investment decisions in new technologies and the outcomes of those decisions; effects of automation on employment and the workplace; outcomes of investment decisions; associated changes in organization and management philosophy; the role of education; and broader impacts on communities. Volume two is a collection of eight case studies. Most investments in automation are made incrementally to perform specific functions and address particular business objectives. Domestic competition and availability of new technologies are the two most common reasons for automating. Automation investments for these companies have increased capacity, output, productivity, and profitability. New technologies require more skills and flexibility, but provide for greater worker participation and autonomy. Automation is associated with higher-order thinking, more education, and more autonomy and responsibility for workers. Investments in new technologies typically lead to increases in total employment. Firms automating expect vocational education to provide sound basic skills and an ability to learn, rather than equipment-specific skills. Strategies for public sector intervention are suggested in the areas of outreach and information, education and training, and new industrial relationships. (DHP)

DOCUMENT RESUME

ED 316 367 RC 017 402

The Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 89
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Managed Instruction; Computer Oriented Programs; Demonstration Programs; *Educational Technology; Elementary Education; Elementary Schools; Program Evaluation; Program Implementation; Questionnaires; *Rural Schools; *Small Schools
IDENTIFIERS- Promising Practices; Rural Small Schools Initiative

In 1987-88 three small, rural elementary schools were demonstration sites for implementation of a computer-managed instructional (CMI) program. The schools were located in Anne Arundel County, Maryland; Palmyra, New Jersey; and northern York County, Pennsylvania. Implementation costs were supported by the school districts, federal grant money, and a CMI-system vendor. Implementation process involved: (1) negotiations with the school districts; (2) facilities modification; (3) hiring of full-time laboratory managers; (4) development of guides to correlate district curriculum objectives with CMI learning activities; (5) hands-on training of laboratory managers and teachers; (6) laboratory use by all regular students 30 minutes daily, in remedial summer programs, and in adult literacy instruction; and (7) planning for school district funding of program continuation. Program evaluation showed: (1) modest student achievement gains; (2) overwhelmingly positive student attitudes; (3) teachers' initial use of the system as a supplement; (4) widespread interest in exploring the system's capacity to individualize instruction; and (5) readjustment of the schedule of the school day, teachers' instructional sequences, and student grouping patterns. Recommendations for districts considering a CMI system are included. Appendices contain objectives in the basic skills for grades 2-6 (reading, language arts, and mathematics); student attitude surveys and item analysis; staff interview protocols; and a school observation form. (SV)

DOCUMENT RESUME

ED 316 381 RC 017 423

Schmuck, Richard A.; Schmuck, Patricia A.
Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
PUB DATE- Sep 89
NOTE- 12p.; For related document, see RC 017 410.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; High Schools; Interviews; Rural Urban Differences; *Student Attitudes; Student Characteristics; *Student Evaluation of Teacher Performance; Student Government; Student Interests; Student Leadership; Student Participation; *Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- Small Towns
A comparison of adolescents views about school, based on data gathered 26 years apart, shows remarkable similarities. Students interviewed in 1963 were from Detroit schools while 1989 interviews were conducted in small-town schools of Texas, Missouri, and Minnesota. viewed poor teachers as lacking respect for students, unwilling to try to establish rapport, lacking a sense of humor, not caring much about teaching, and playing favorites. Student councils had little influence on academics and were mainly a perfunctory demonstration of representative democracy. Small-town students enjoyed their friends in school, small classes, extracurricular activities, and the caring attitudes of teachers and administrators, but deplored the lack of electives and advanced courses, indifferent teachers, alcohol abuse, gossip, closed campuses, and restrictive dress codes. Observation of classes in 1989 showed teachers talking 75% of the time, with 75% of their talk being unidirectional lecturing. Reform movements focus on the academic performance of teachers, but students focus on teachers' empathy and respect. American adolescents who live today . . small towns do not have very different attitudes toward school and teachers from their urban counterparts of more than a generation ago. This report suggests that adolescents should be engaged in the selection and evaluation of teachers. Administrators should put greater emphasis on student councils and seek ways for students to serve their communities as part of the secondary school experience. (DHP)

DOCUMENT RESUME

ED 316 398 SE 051 213

Computers in Fundamental Mathematics.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
REPORT NO.- ISBN-0-88315-910-4
PUB DATE- 88
NOTE- 350p.
AVAILABLE FROM- New York City Board of Education Curriculum Production Unit, Office of Curriculum Development and Support, PS 206, Room 310, Neck Road and E. 22 Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; *Courseware; Mathematical Applications; *Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Materials; Mathematics Skills; Mathematics Tests; Secondary Education; *Secondary School Mathematics; Tests
IDENTIFIERS- Apple II; IBM Personal Computer

This manual provides a resource for mathematics teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction. Classroom management procedures, software duplication guidelines, copying procedures of diskettes for MS DOS and Apple II computers, and methods for managing diskettes are described. Included are 109 classroom activities for teaching mathematical concepts using computers. The aim, objectives, vocabulary, materials, preparation, motivation, development, application, summary, and homework are provided for each activity. Activities are classified into the following categories: (1) Numbers and Numeration; (2) Addition; (3) Subtraction; (4) Multiplication; (5) Division; (6) Fractions; (7) Decimals; (8) Geometry; (9) Signed Numbers; (10) Measurement; and (11) Data and Graphing. A list of 32 software programs used in this guide is presented. (YP)

DOCUMENT RESUME

ED 316 413 SE 051 240

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Educational Objectives; *Elementary School Science; Elementary Secondary Education; *Physical Sciences; Process Education; Science Education; *Secondary School Science

This document is a guide for planning, development, implementation, and evaluation of the science education program within the Department of Defense (DoD) Dependent Schools System. It was developed by teachers, administrators, parents, and students from the perspective of what they wanted students to be like on high school graduation day as the result of science experiences received while attending DoD schools. The developers felt that science study in DoD schools should be hands-on and provide learners with a realistic and functional understanding of the world of science. Teachers are encouraged to use this guide as the focal point of their science program, realizing that textbooks and activities are aids to learning. The program is based on six major program strands including: develop positive attitudes; apply rational and creative thinking processes; demonstrate an awareness of the global significance of science and technology; acquire, comprehend, and apply scientific knowledge; utilize science experiences in planning a personal future; and use the language of science. Objectives are given for grades K-12. (CW)

DOCUMENT RESUME

ED 316 428 SE 051 259

Visich, Marian, Jr.
Navigation by Satellite.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 36p.
AVAILABLE FROM- Council of Independent Colleges Publications Department, Technology Project, One Dupont Circle, Suite 320, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Communications; Community Colleges; Higher Education; *Information Transfer; *Nonmajors; Physical Sciences; *Satellites (Aerospace); *Science and Society; Science Education; Secondary Education; Secondary School Science; *Space Sciences; Technological Advancement; Technology

Technological advances during the past few decades have revolutionized many complex systems that influence human activity. As the rate of technological progress accelerates, these systems will become more complex, and new ones will evolve. Citizens in a technological society need to be able to make intelligent choices about how technology will affect their lives. This requires a better understanding of the technology itself; its potential and its limitations. This is a module for a course designed to introduce students, particularly those not majoring in the sciences or mathematics, to technological concepts. The fundamental concepts of two satellite-based radio navigation systems are presented in this module. The application to aircraft, boats, and automobiles is discussed. This module is appropriate for an introductory course in technology studies or the physical sciences. (CW)

DOCUMENT RESUME

ED 316 444 SE 051 290

Science & Engineering Indicators--1989.
National Science Foundation, Washington, D.C. National Science Board.
REPORT NO.- NSB-89-1
PUB DATE- 89
NOTE- 455p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number--038-000-00583-9).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attitudes; Educational Needs; *Educational Trends; Elementary Secondary Education; *Engineering; Engineering Education; *Higher Education; International Trade; Labor Force; Mathematics Education; *Research and Development; Science Education; Sciences; Scientific Literacy; *Statistical Data; *Technology
IDENTIFIERS- *Science Indicators

This volume is the ninth in the biennial "Science Indicators" series initiated by the National Science Board. The series provides a broad base of quantitative information about the structure and function of United States science and technology and comparisons with other advanced industrial countries. An overview of science and technology for the United States of America is provided. Chapters included are: (1) "Precollege Science and Mathematics Education"; (2) "Higher Education for Science and Engineering"; (3) "Science and Engineering Workforce"; (4) "Financial Resources for Research and Development"; (5) "Academic Research and Development: Support, Personal, Outputs"; (6) "Industrial R & D and Technology"; (7) "The Global Markets for U.S. Technology"; and (8) "Public Science Literacy and Attitudes Toward Science and Technology." (YP)

DOCUMENT RESUME

ED 316 458 SO 020 412

Kallgren, Joyce K., Ed.; Simon, Denis Fred, Ed.
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
California Univ., Berkeley. Inst. of East Asian Studies.
REPORT NO.- ISBN-0-912966-96-3
PUB DATE- 87
NOTE- 267p.
AVAILABLE FROM- Institute of East Asian Studies, University of California, Berkeley, 2223 Fulton St., 6th Floor, Berkeley, CA 94720 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Exchange; *Exchange Programs; Foreign Countries; Foreign Students; *Intercultural Programs; International Cooperation; *International Educational Exchange; *International Relations; Philanthropic Foundations; Scientific and Technical Information
IDENTIFIERS- *China; Ford Foundation

The essays in this monograph (except one) were originally presented and discussed at the Conference on Sino-American Cultural and Scientific Exchanges held in Honolulu, Hawaii in February 1985. Frank Ninkovich presents some of the thoughts that characterized the U.S. approach to cultural exchanges before 1940. In her essay on the pre-World War II period, Mary Brown Bullock surveys the exchange experiences of the United States in China. Warren Cohen's chapter explores U.S.-China cultural relations from 1949 to 1971 and provides an integrated picture of the diverse forces that influenced U.S. thinking primarily up to the period of renewed relations. Joyce Kallgren writes about three of the key organizations that were and remain central to educational exchanges. Jan Berris provides an in-depth discussion of the National Committee on U.S.-China Relations. Major philanthropic organizations played an important role in U.S.-China exchanges. Francis Sutton discusses the work of the Ford Foundation in this area. Patrick Maddox and Anne Thurston point out some of the difficulties implicit in many of the educational exchange programs.

Ainslie Embree provides an account of U.S.-Indian exchanges. Ruth Hayhoe contrasts the U.S.-China exchange experience with the European-China experience. The consequences of the exchanges in the humanities and social sciences are discussed by Richard Madsen. Richard Suttmeier examines the results of exchanges in the area of science and technology. The volume concludes with Denis Simon's discussion of the policy questions that are involved in the transfer of technology from the United States to China. (JB)

DOCUMENT RESUME

ED 316 472 SO 020 620

Hepburn, Mary A.
Educating for Democracy in the United States: The Postwar Years.
PUB DATE- Sep 89
NOTE- 16p.; Paper presented at the Conference on the Development of Democracy after World War II (Federal Republic of Germany, September 24-30, 1989).
AVAILABLE FROM- Vinson Institute of Government, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; *Educational Change; Educational History; Elementary Secondary Education; Political Attitudes; Social Attitudes; *Social Change; *Social Influences; Social Studies
IDENTIFIERS- Social Studies Curriculum; World War II
During the decade that followed World War II, social studies education in the United States was affected by many societal changes, particularly the new socio-political climate and a widespread discontent with the state of postwar public education. By the mid 1950s there was a crisis atmosphere regarding U.S. education contributed to by limited funds, rising enrollments, the need for a better educated industrial labor force, increasing criticism of curriculum content, and public fears of internal and external threats of communism. These factors gave rise to three major approaches to reform in social studies education each with a focus on education for democracy. One reform movement used a reactionary idea of citizenship based on fears of subversion. Supporters emphasized rote learning of democratic values and patriotism, and stressed nationalism in social studies courses. A second movement was based on a return to progressivism in social studies, using an interdisciplinary, problem-solving approach in the curriculum. A third movement sought to refocus education on so-called essentials, teaching the fundamental knowledge of history and social studies in a way that promoted democracy and created better informed citizens. A 22-item bibliography concludes the document. (AS) .pa

DOCUMENT RESUME

ED 316 488 SO 020 683

Vote. Speak Out. 3-6.
Illinois State Board of Education, Springfield.; Illinois State Board of Elections, Springfield.
PUB DATE- Sep 88
NOTE- 75p.; For related document, see SO 020 682.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civics; *Elections; Elementary Education; Elementary School Students; Political Science; Politics; Program Guides; *Social Studies; Teaching Guides; *Voting
IDENTIFIERS- *Illinois

The purpose of this election-education program is to help develop an informed electorate and to instill in future voters an appreciation of the importance of the right to vote. It provides a framework for discussions of the electoral process and gives students in grades three through six an opportunity to face the responsibilities and challenges associated with adulthood. The packet consists of the following materials: (1) teacher's background information--an explanation of the electoral process in Illinois to help provide answers to questions stimulated by the election activity; (2) election procedures-a step-by-step guide to conducting an election for young people based on the actual procedures required by Illinois election law; (3) related activities--appropriate activities to help the students expand their understanding of the total electoral process in order to bring a better informed voter to the voting booth in the future; and (4) appendix--materials simulating actual forms necessary for conducting an election. A form for evaluting the teaching material is included. (AS)

DOCUMENT RESUME

ED 316 502 SP 031 823

Bell, David; Steinmiller, Georgine
Avoiding the Teacher Shortage: A Mission Possible.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (San Antonio, TX, November 1-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Minority Group Teachers; *Schools of Education; *State Action; *Student Recruitment; Teacher Attitudes; Teacher Education Programs; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand
Addressing the problem of the current and future shortage of teachers, this paper lists concrete suggestions on recruiting and retaining teachers. Fifteen suggestions are made which may serve as a foundation for a state-wide teacher recruitment plan. The recruitment plan at the state level should lead to plans at the university level to further refine these state level suggestions. Fourteen specific suggestions are made for recruiting and retaining teachers at the university level. In order to understand the basic issues relating to student recruitment into teaching, and to provide options to enhance recruitment efforts at the state and university level, 12 suggestions are made for recruitment plans that may be used nationally. (JD)

DOCUMENT RESUME

ED 316 519 SP 032 007

Elam, Stanley, Ed.
Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-800-1
PUB DATE- 89
NOTE- 155p.
AVAILABLE FROM- Phi Delta Kappa, 8th St. and Union Ave., P.O. Box 789, Bloomington, IN 47402 0789 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Prevention; *Educational Innovation; Elementary Secondary Education; *School Activities; *School Community Relationship; *School Holding Power; *Staff Development; Teaching Methods

The articles in this booklet offering innovative ideas for school improvement were selected from Prototype pieces published in the Phi Delta Kappan since the fall of 1981. Each of the projects has been successfully implemented in a school and is currently in operation. The first section, "Keeping Kids in School" presents programs involving parents of failing students, prevention of truancy and absenteeism, and dropout prevention. "Beyond the Classroom: Community Involvement," the second section, deals with prototypical community programs initiated to aid the school in improvement efforts. In section 3, "Staff Development with a Difference," suggestions are made for successful inservice teacher education programs. Section 4, "Something Special for Students," presents ideas for extracurricular school activities and programs designed to broaden students' experiences and learning beyond the classroom. The fifth section, "Fresh Curriculum and Teaching Strategies," outlines new approaches to enhance the curriculum and enliven teaching methods. The final section offers ideas on planning school improvement programs and substitute teaching. (JD)

DOCUMENT RESUME

ED 316 535 SP 032 091

The National Adolescent Student Health Survey. A Report on the Health of America's Youth.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Association for the Advancement of Health Education.; American School Health Association, Kent, Ohio.; Society for Public Health Education, Inc. Berkeley, CA.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
REPORT NO.- ISBN-0-88314-453-0
PUB DATE- 89
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Consumer Economics; Drug Abuse; Injuries; National Surveys; Nutrition; *Physical Health; *Public Health; Safety; *Student Attitudes; *Student Behavior; Suicide; *Youth Problems

The National Adolescent Student Health Survey (NASHS) was designed to assess students' health-related knowledge, attitudes, and behaviors in eight areas of critical importance to the health of youth. Two grade levels, eighth and tenth, were chosen to be the focus of the study. The survey provides a national profile of students at these two grade levels in the following areas: (1) injury prevention; (2) suicide; (3) AIDS; (4) sexually transmitted disease; (5) violence; (6) tobacco, drug, and alcohol use; (7) nutrition; and (8) consumer skills. The survey was administered to more than 11,000 students in the fall of 1987. The results of the study are presented by content area. Each section begins with a brief description regarding the importance of the content area to adolescent health. A brief synopsis of the survey items and findings is also provided in the introductory paragraphs. Highlights of key results from the survey are provided with references to the survey booklets used in the study and to comprehensive tables which follow each section. These tables present the percentage of students who selected each response option for every item on the survey in a given content area. An analysis is presented of the implications of the results. Recommendations are made on curriculum development, health instruction, professional preparation, legislation, and community cooperation. The survey booklets are appended. (JD)

DOCUMENT RESUME

TM

ED 316 551 TM 012 983

Sefer, Jasmina
Measuring Divergent Abilities.
PUB DATE- Jun 87
NOTE- 23p.; Part of a Master's Thesis, Belgrade University, Yugoslavia. Original title, "Creativity in Young School Children--Their Divergent Thinking Abilities and Personality Traits as Evaluated by Tests and Other Methods."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Art Products; Childrens Art; Cognitive Ability; Creative Thinking; *Creativity Tests; *Divergent Thinking; Elementary Education; *Elementary School Students; Factor Analysis; Foreign Countries; Item Analysis; Longitudinal Studies; *Personality Measures; Test Reliability; *Test Validity; Thinking Skills; *Young Children
IDENTIFIERS- Guilfords Theory of Creativity; Torrance Tests of Creative Thinking; Yugoslavia
The validity and reliability of the Yugoslavian (Beograd) version of the Hungarian adaptation of the Torrance Divergent Capacities Test (HAT-DAT) were tested, with a view toward improving the methodology of scoring the creative abilities test and determining standards for Yugoslavia. The test, based on the work of J. P. Guilford (1977), examines the basic divergent problems of fluency, flexibility, and originality. It contains four subtests--circles, kidney (picture construction), tin can (unusual multiple utility), and monkey (object improvement)--out of the nine in the original Torrance version. The reliability of independent expert assessment of children's paintings and stories was also assessed. Research began in 1978-79 with 104 children; they were studied for the 4 years following enrollment in grade 1. Children were tested with the HAT-DAT in grades 1 and 3. The creative value of artwork and writings from grade 3 was independently assessed by experts from representative fields. The HAT-DAT was not reliable when item analysis, factor analysis, and retesting were used. Correlating test results with results from artwork and stories produced by the children showed that the test was neither valid nor predictive. Independent assessments of children's creative products were not congruent and were no better indicators of divergent abilities than was the test. While the testing method can be improved, results will still not be useful. Study results call the Guilford theoretical approach into question and make the theoretical status of fluency, flexibility, and originality problematic. (SLD)

DOCUMENT RESUME

ED 316 565 TM 014 515

King, Richard L.
Implementing and Assessing a Large Scale School Improvement Project.
PUB DATE- 90
NOTE- 31p.; Paper prepared for presentation at the International Congress for School Effectiveness (3rd, Jerusalem, Israel, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; *Instructional Improvement; *Program Evaluation; Program Implementation; *Research Utilization; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Instructional Management Systems; Large Scale Programs; *Missouri Mastery and Achievement Tests
A statewide sustained effort to improve student learning in Missouri by adopting and adapting promising research-based educational practices is described. The concept of an Instructional Management System (IMS) with desired learner outcomes determining both instruction and testing was suggested to local school districts beginning in 1980. In 1985, legislation provided both funds and authority to engage large groups of teachers to create criterion-referenced tests in reading/language arts, mathematics, science, and social studies/civics for various age groups. The refinement process that resulted in the Missouri Mastery and Achievement Test batteries is described. The achievement gains of large populations of students as measured during the first 2 years for which comparative data were available are also reported. The process of periodic review and revision is also briefly described. Four tables and one figure provide achievement data. (Author/SLD)

DOCUMENT RESUME

ED 316 580 TM 014 551

Rosenthal, Robert
Research: How Are We Doing?
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 55p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Mathematical Models; Meta Analysis; *Psychological Studies; *Research Methodology; Sampling; Statistical Bias; Statistical Significance
IDENTIFIERS- Binomial Effect Size Display; *Research Replication; Type II Errors

An overview of the state of the art in psychological research is presented, with an emphasis on the attention given to effect sizes. The acceptance of small effect sizes for biomedical research is contrasted with the rejection of similar effect sizes for psychological research. The Binomial Effect Size Display is used to depict the practical magnitude of an effect size regardless of whether the dependent variable is dichotomous or continuous. Other topics discussed include: (1) the meaning of successful replication, including successful replication of Type II errors; (2) reporting results of replications, including tests of significance; (3) meta-analytic procedures; (4) sampling bias; (5) overemphasis on single values and disregard of details; (6) problems of heterogeneity of method and quality; (7) problems of independence of responses within a single study and within sets of studies; and (8) exaggeration of significance levels. Several benefits of meta-analysis are outlined. It is concluded that many findings of psychological research are neither small nor practically unimportant. Nevertheless, it is also concluded that in the areas of replication and of the cumulation of research findings much remains to be done. Eight data tables and one graph are provided. A 46-item list of references is included. (TJH)

DOCUMENT RESUME

ED 316 593 UD 026 986

Housing in Los Angeles: Affordable Housing for the Future.
Los Angeles Blue Ribbon Committee for Affordable Housing, CA.
PUB DATE- Dec 88
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Housing; *Housing Deficiencies; *Housing Needs; *Low Rent Housing; Middle Income Housing; Planning Commissions; Urban Areas; Urban Demography; *Urban Environment; *Urban Planning
IDENTIFIERS- *California (Los Angeles)

A 1988 mayoral committee assessed the seriousness of Los Angeles (California) housing problems and found that the city's housing efforts were sufficient in the 1960s, when the Federal Government took primary responsibility for housing and the average wage was adequate to support the cost of the average house or apartment. However, the following factors have since had a negative effect on the city's housing system: (1) population has grown faster than housing production; (2) land has become scarce and expensive; (3) the economy is generating a higher proportion of low wage jobs; (4) a "no growth" attitude limits housing production; and (5) federal support has decreased by 75 percent since 1980. The following key findings are reported: (1) the housing crisis is degrading the quality of life; (2) the city must assume full responsibility for solving the crisis; (3) housing resources must triple to keep the problem from getting worse; (4) a strategic housing production plan is essential to effective coordination and utilization of housing resources; (5) the majority of resources should be targeted to serve the neediest income groups; (6) preservation of existing affordable units should be given priority; (7) publicly assisted housing should remain affordable for at least 30 years; (8) private sector production can no longer be relied upon; and (9) high volume housing production requires predictability of resources. Recommendations for improvement emphasize a housing commission to develop policy, generate resources, and coordinate the fragmented housing delivery service. Specific recommendations are included in the reports of the following subcommittees which make up more than half the document: (1) Housing Commission; (2) New Development Concepts; (3) Brick Buildings; (4) Partnerships; (5) Expiring Use Restrictions; and (6) Preservation. (FMW)

DOCUMENT RESUME

ED 316 606 UD 027 286

Asian Pacific American Week. May 6-13, 1989.
Portland Public Schools, Oreg.
PUB DATE- 6 May 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *Asian Americans; *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Interrelationships; Elementary Secondary Education; *Ethnicity; *Multicultural Education; *Pacific Americans; Resource Materials; United States History
IDENTIFIERS- *Asian Pacific American Heritage Week; *Oregon (Portland)

This guide provides information and resources for Asian Pacific American Heritage Week, May 6-13, 1989. It is intended to support the Portland (OR) Public Schools' multicultural goal of increasing students' understanding and appreciation of the history, culture, and contributions of different geocultural groups. The document contains seven sections. The first section, "Introduction," sketches the history of the week and identifies the origins of the more than seven million Americans who trace their roots to the Asian/Pacific Islanders region. The second section, "Proclamation," reprints President Ronald Reagan's 1988 statement authorizing the Commemorative Week. The third section, "Genesis of the Asian Pacific American Heritage Council," summarizes the history of the organization. The fourth section, "The Heritage Council," describes the organization's charge and activities. The fifth section, "A Brief History Timeline of Asians in America," presents a chronology of Asian and Pacific Americans in the United States. The sixth section, "An Asian View of Cultural Differences," contrasts eastern and western concepts and beliefs. The seventh section, "List of Asian Pacific American Organizations," identifies 12 regional, 19 state, and 17 national organizations concerned with Asian Pacific American issues. (AF)

DOCUMENT RESUME

ED 316 619 UD 027 305

College-Bound Seniors Report 1987-88.
Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 89
NOTE- 27p.; For 1985-86 report, see ED 289 400.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *College Bound Students; Comparative Analysis; Education Majors; High Schools; High School Seniors; *Majors (Students); Minority Groups; National Norms; *Scores; Sex Differences; State Surveys; *Student Characteristics; Students
IDENTIFIERS- *Connecticut; *Scholastic Aptitude Test

This report analyzes the 1987-88 Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors and includes the students' characteristics and their college plans. The SAT, comprised of a verbal and a mathematical section, is part of the College Board's Admissions Testing Program which also includes the Test of Standard Written English (TSWE), 14 optional achievement tests, and the Student Descriptive Questionnaire (SDQ). The following highlights are reported: (1) Connecticut had the highest SAT participation rate in the nation and the percentage of minority students participating was the highest in ten years; (2) the Connecticut verbal average was lower than last year but higher than the national average, while the mathematical average was lower than both last year's state and this year's national averages; (3) the gap between the scores of Connecticut's males and females on the verbal section was less than the national difference but the male-female gap on the mathematical section was greater than the national difference; (4) the overall percentages of Connecticut students scoring above 600 on the SAT declined over last year, but the verbal percentage was higher than the national average while the mathematical percentage was lower; (5) the gap between the scores of Connecticut's minority group and white students was wide but continued to narrow; (6) the Connecticut average TSWE score was lower than last year but higher than the national average and females averaged higher than males; (7) more Connecticut students took achievement tests than students nationwide; (8) more females than males intended to earn a professional degree; (9) interest in the study of education, business, commerce, and communications increased but interest in the biological and physical sciences declined; (10) more students were interested in studying education than last year, but the number of males remains lower than ten years ago; and (11) the SAT scores of seniors intending to study education increased but remain well below the state's overall averages. Statistical data are included on ten tables and seven graphs. (FMW)

DOCUMENT RESUME

ED 316 632 UD 027 333

Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Enrichment Activities; Equal Education; Family Involvement; *High Risk Students; *Improvement Programs; Inservice Teacher Education; *Program Development; Resource Allocation; School Counseling
IDENTIFIERS- *Iowa

This guide presents the Iowa standard for developing a plan to provide at risk students with the additional help they need to succeed. The standard requires a linkage of local, state, and federal resources within each local education agency. Section 1 is an introduction. Section 2 presents a statement of the objectives and the specific provisions that the Iowa standard mandates. Section 3 consists of a diagram that provides a pictorial representation of Iowa's standard for at-risk students. Section 4 outlines the expectations for each local education agency plan, and includes an example of the process for local action. In Section 5, each of the following nine components of the at-risk standard is discussed: (1) strategies for identification of at-risk students; (2) special instructional support services; (3) coordination with community-based support services; (4) school-based support services; (5) appropriate counseling services; (6) strategies for involving parents; (7) involvement of all school personnel in the plan's implementation and in in-service training; (8) compliance with federal and state nondiscrimination legislation; and (9) provisions for monitoring behavior, social, and academic improvements. Questions and answers about this standard and provisions of the major educational equity legislation affecting Iowa schools are appended. (JS)

ED 316 339 PS 018 633

Early Childhood Education Handbook 1987.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; Compliance (Legal); Day Care; *Early Childhood Education; Preschool Education; *Program Evaluation; *Records (Forms); Resource Materials; *State Legislation
IDENTIFIERS- Alaska; *Program Monitoring; State Regulation

This handbook for staff of pre-elementary programs in Alaska contains statutes regarding early childhood education, regulations that fulfill statutory responsibility, and items required of programs by the regulations. Samples of written information from programs certified by the Department of Education are offered. Also provided is a list of programs certified as pre-elementary schools. Materials are organized in six sections concerning: (1) application for certification; (2) samples of information required of preschool programs, such as a facility disaster plan, a statement of program goals and objectives, and a daily schedule and activities outline; (3) a total of 18 sample forms concerning numerous aspects of program operation, such as immunization, employment, safety, and exemptions; (4) on-site review information about pre-elementary monitoring, with an on-site review form; and (5) pre-elementary school regulations, including Alaska laws that affect early childhood education, pre-elementary school regulations for 1979, comments on regulations, and physical examination requirements for preschool staff. (RH)

ED 316 503 SP 031 857

Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.

Sheldon Jackson Coll., Sitka, Alaska.
PUB DATE- Jun 89
NOTE- 74p.; Cover title reads "Teacher Education Program. Bachelor of Arts Degree in Elementary Education. Student Teaching Handbook."
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Classroom Observation Techniques; *Cooperating Teachers; Elementary Education; Higher Education; *Practicums; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teacher Supervisors; *Student Teaching

This handbook for a one-semester student teaching practicum opens with role descriptions for the school principal, the college supervisor, the cooperating teacher, and the student teacher. The handbook covers the following elements in the practicum: (1) school preparation for the student teacher; (2) suggested schedule for observation and teaching; (3) methods of evaluation--informal conference, formal evaluation, and evaluation by the college supervisor; (4) grading policy; (5) lesson plan form for the first lesson; (6) lesson forms for self-evaluation and lesson overview; (7) five-day lesson plan form; and (8) evaluation of student teacher competencies. Also included are a student placement request form and observation worksheets. The appendices include suggestions for the first days of school and for establishing a positive learning atmosphere. (JD)

ED 316 283 JC 900 143

Head, Ronald B.
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Feb 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; American Indians; Asian Americans; *Black Students; Community Colleges; Declining Enrollment; Enrollment Rate; *Enrollment Trends; Hispanic Americans; *Minority Groups; Pacific Americans; *School Demography; School Holding Power; *Student Characteristics; Student Educational Objectives; Student Recruitment; Two Year Colleges; *Two Year College Students; White Students

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The study is designed to gather longitudinal minority enrollment data and to examine trends which may assist those involved in planning student recruitment and retention activities. The findings of the 1989 study include: (1) 508 minority students enrolled at PVCC during fall 1989, representing 11.4% of the student body; (2) Blacks represented 9.18% of the student body and 80.5% of the minority student population; (3) of the remaining minority students, 62 were Asian or Pacific Islanders, 21 were Hispanic, 3 were American Indians or Alaska Natives, and 13 classified themselves as "other"; (4) between fall 1988 and fall 1989, minority student enrollment increased 8.5% compared to a 6.1% total student enrollment increase; (5) 30.8% of all Black students attending PVCC in fall 1989 were male, 38.1% of all White students were male, and 43.4% of all minority students other than Blacks were male; (6) new Black student enrollment increased 21% between fall 1988 and fall 1989; (7) fewer Blacks than Whites were full-time students at PVCC during fall 1989; and (8) the second-year retention rate was higher for White than Black students. These trends suggest that PVCC is intensifying its efforts to draw and retain minority students, but it is still a long way from meeting its minority student recruitment and retention goals. (JMC)

ED 316 296 JC 900 165

Creager, Cheryl W.
Leadership Handbook: Virginia Community Colleges Association.
Virginia Community Colleges Association.
PUB DATE- 90
NOTE- 155p.
AVAILABLE FROM- Tidewater Community College, 1428 Cedar Rd., Chesapeake, VA 23320 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Community Colleges; Consortia; *Organizational Objectives; *Professional Associations; *State Programs; Two Year Colleges
IDENTIFIERS- *Virginia Community Colleges Association
Developed for members of the Virginia Community Colleges Association (VCCA), this handbook provides information on various aspects of the association's organization, activities, policies, and services. The handbook contains the association's 1988-89 annual report, which highlights activities related to professional development, member communications, linkages with other groups, conclusions and recommendations regarding the VCCA's organizational structure, and long-range planning. In addition, the handbook reviews the VCCA's goals for 1989-90, including efforts to increase communication, strengthen networks, and support united efforts to strengthen the Virginia Community College System (VCCS) and the State Board of Community Colleges. Efforts during the year will focus on the incorporation of the VCCA, financial and resource development, publications enhancement, revision of the constitution as needed, and utilization of management services. Additional sections of the handbook contain information on: organizational development plans and activities; 1989-90's working calendar; the duties and responsibilities of the VCCA's officers, committees, and commissions; the constitution and bylaws of the VCCA; becoming a member of the association; electronic mail options; the association's newsletter and publications; the Virginia Community College System's (VCCS's) professional development grant proposals; VCCA's annual convention; and member services. Eight appendices include: membership information; grant guidelines; membership services preference survey; and newsletter information. (WJT)

ED 316 310 PS 018 419

Berla, Nancy; And Others
The Middle School Years: A Parents' Handbook.
National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-934460-35-3
PUB DATE- 89
NOTE- 97p.
AVAILABLE FROM- National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Elementary Education; Guidelines; *Middle Schools; *Parent Participation; *Parent Role; Program Effectiveness; Program Evaluation; School Policy; *Student Characteristics
IDENTIFIERS- *Early Adolescents
This handbook suggests ways for parents to help improve the achievement of their middle school-age children. A general introduction discusses the development of 10- to 14-year-olds and ways parents can help these children reach their potential. Chapter 1 begins with a description of middle schoolers and changes in their growth, the way they act with friends and family, their feelings, and their learning. In chapter 2, parents are reminded that the middle school years are a critical time for students to use and refine basic skills and learn how to solve problems. Chapter 3 describes ways schools are organized for 10- to 14-year-olds, and discusses size, teaching, atmosphere, and understanding of students at the best middle schools. Chapter 4 helps parents evaluate their child's middle school and offers suggestions for working in a group to improve the school. Chapter 5 reminds parents of the importance of involvement in their child's education. Chapter 6 identifies barriers to parent involvement in the schools. Chapter 7 lists negative practices parents may encounter in middle schools. Step-by-step instructions for insuring that one's child receives fair treatment are provided. Additional resources and organizations are listed, as are promising programs in middle schools. (RH)

ED 316 324 PS 018 611

Honig, Alice S.; Pollack, Brad
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the International Congress of Psychology (24th, Sydney, Australia, August, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Cooperation; *Elementary School Students; Grade 2; Helping Relationship; *Incidence; Moral Development; *Positive Reinforcement; Primary Education; *Prosocial Behavior; *Teaching Methods
A reward system was implemented for 1 month in a second grade classroom in an attempt to increase prosocial interactions among students. Participants were 37 children approximately 7.5 years of age who attended two classes at a rural elementary school. Children in treatment and control classrooms were given a brief lecture on good citizenship; additionally, treatment group subjects were provided a reward system designed to help them become good citizens. In the treatment condition, students were given opportunity to earn stars every time they did a kind or helpful act. Children were encouraged to report during daily circle time how they had been kind, cooperative, helpful, or had shared something with a peer. Each report had to be corroborated by at least one classmate. Prosocial behavior increased significantly among second graders in the treatment group, not only in the classroom, but also in the hallways and lunchroom. Pre- to post-treatment differences in control subjects' prosocial behavior were not found. It is concluded that if young children are to act in caring and helpful ways, they must be consistently reinforced until acting in a prosocial manner becomes habitual and self-reinforcing. (RH)

ED 316 368 RC 017 403

Glasmeier, Amy
Bypassing America's Outlands: Rural America and High Technology.
PUB DATE- Dec 88
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Data Interpretation; Employment Patterns; *Job Development; Labor Needs; Labor Supply; Rural Areas; *Rural Development; *Rural Economics; State Programs; Technical Occupations; *Technological Advancement
This report questions whether high-tech development is an option for rural counties in the United States by examining the spatial location, industrial composition, growth experience, and environmental factors associated with high-tech industries in such counties. Using a highly detailed database of manufacturing plants and estimates of employment, the report examines the location of high-tech employment in 1972 and compares it with 1982. Over this period rural counties had some success in attracting high-tech industries. Though growth rates were less than the national average, both new jobs and plants were added to the existing rural base. Growth of such industry was not distributed evenly, however. Rural counties with small but significant urban centers of their own showed the greatest growth, while isolated rural counties did not benefit. The presence of universities and efforts of entrepreneurs were important in rural high-tech development. But traditional location factors such as market access or material inputs, did not limit rural high-tech development. There are only a few state programs designed to increase the quality of the labor force while accelerating development of new products and processes, and these programs do not have a rural focus. Contains 41 references. (DHP)

ED 316 382 RC 017 424

Kuehn, Jennifer, Comp.
People of Appalachia: A Research Bibliography 1980-1988.
Ohio State Univ., Columbus. Coll. of Social Work.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Area Studies; Cultural Background; Cultural Context; Geographic Regions; Political Issues; Rural Areas; Social Problems; Social Science Research
IDENTIFIERS- Appalachia; Appalachian People; *Appalachian Studies
This bibliography focuses on the people of Appalachia and their social issues and concerns. It includes scholarly research on social issues about Appalachian people published since the 1980 edition of the "Appalachian Bibliography." Material is arranged according to subject matter. Bibliographies, general references, and periodicals provide an overview of the region. Materials are also collected under headings on attitudes, child care, children and youth, class, coal miners, community organization, death and funerals, demographics and population, economic conditions and development, education (adults, dropouts, and literacy), the elderly, employment, family, geography and land, health, housing, identity and stereotypes, language, mental health, migration, politics, poverty, race and racial issues, religion, social history, social services, society and culture, and women. A directory of Appalachian organizations and an index of authors is included. This bibliography contains about 450 entries. (DHP/Author)

ED 316 399 SE 051 216

Jarvis, Carolyn H.; Blank, Barbara Busse
Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Aug 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Early Childhood Education; *Faculty Development; Inservice Teacher Education; Mathematics-Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Primary Education; Professional Development; Program Evaluation; Teacher Education; Teaching Methods; *Teaching Styles; Workshops
IDENTIFIERS- Great Starts Mathematics Approach
The Great Starts Mathematics Approach, the early childhood component of the Staff Development Program in Mathematics, Science, and Computer Science, is a collaborative 3-year staff development project. The project's goal is to develop a model for improving mathematics instruction in kindergarten through second grade. This is the evaluation report of the implementation of the program during the project's second year. School principals, teachers, and paraprofessionals from two schools attended monthly mathematics workshops held after school. Training activities focused on teaching mathematical relationships and concepts through directed play and exploration with concrete materials. Although student achievement as measured by the scores on the second grade mathematics test did not show improvement, correlational analyses indicate some relationship between teaching techniques as observed in the classrooms and test scores. Children whose teachers used more product-oriented teaching techniques tended to have lower scores on the mathematics test than children whose teachers used process-oriented techniques. Chapters included are: (1) "Introduction"; (2) "In-Service Professional Development and Staffing"; (3) "Classroom Implementation"; (4) "Student Achievement"; and (5) "Conclusions and Recommendations." Descriptions of classroom activities and teaching techniques used by field staff in the classroom are appended. Twelve references are listed. (YP)

ED 316 414 SE 051 244

Bousquet, Woodward S.
Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
PUB DATE- 89
NOTE- 8p.; Paper presented at the Annual University of Kentucky Conference on Appalachia (4th, Lexington, KY, November 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; Conservation (Environment); *Educational Improvement; *Environmental Education; Higher Education; *Interdisciplinary Approach; *Program Descriptions; Science Education; *Scientific Literacy
IDENTIFIERS- *Warren Wilson College
With environmental awareness on the rise in the late 1980's and increasing into the 1990's, higher education is presented with a number of opportunities for environmental education. This paper addresses three ways in which institutions of higher education in Appalachia and elsewhere can respond to the continuing need and present calls for environmental literacy. Presented is some background on programs at Warren Wilson College, North Carolina, and suggestions for involvement of institutions of higher education in environmental education. These suggestions are grouped into three general categories: general education; degree programs; and community outreach. Examples are given to illustrate the breadth of opportunities available that are not confined by discipline, classrooms, or campuses. (CW)

ED 316 429 SE 051 260

Olinick, Michael
Reasoning with Probabilities.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 62p.
AVAILABLE FROM- Council of Independent Colleges Publications Department, Technology Project, One Dupont Circle, Suite 320, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Mathematics; Communications; Community Colleges; Higher Education; Mathematics Education; *Nonmajors; *Probability; *Science and Society; Secondary Education; Secondary School Mathematics; *Technological Advancement; Technology
Technological advances during the past few decades have revolutionized many complex systems that influence human activity. As the rate of technological progress accelerates, these systems will become more complex, and new ones will evolve. Citizens in a technological society need to be able to make intelligent choices about how technology will affect their lives. This requires a better understanding of the technology itself; its potential and its limitations. This is a module for a course designed to introduce students, particularly those not majoring in the sciences or mathematics, to technological concepts. Written for students with no background in probability, this module introduces the fundamental concepts through an extensive series of examples carefully selected to match student interests and to establish the foundation for later applied mathematics (e.g., queuing) or technology studies. (CW)

ED 316 445 SE 051 293

Mulkey, Lynn M.
Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
SPONS. AGENCY- City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.
PUB DATE- 88
NOTE- 41p.; Paper presented at the Annual Meeting of the American Sociological Association (83rd, Atlanta, GA, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Psychology); *Early Childhood Education; Elementary Education; Elementary School Science; *Females; Science Careers; Science Education; *Science Tests; *Socialization; Social Theories; *Socioeconomic Influences; Socioeconomic Status; *Student Attitudes; Young Children
The norm of "universalism" determines maintenance of science in society by preventing restriction of access to the field on grounds other than competence. Inferences for this theory are made on the basis of a test-case of the proposition that differential socialization predicts entry into the scientific talent pool. The Early Childhood Women in Science Scale (ECWiSS) was employed in a pilot administration to a sample of 791 students from New York City schools. Controlling for ability, significant differences in attitude were associated with various gender, age/grade, and socioeconomic status with gender explaining the greatest proportion (11%) of the total variance (16%). The findings suggest moderate normative compliance and the salience of including early childhood as a critical consideration in models of ascriptive and meritocratic processes affecting recruitment to science. (Author)

ED 316 473 SO 020 623

McCardle, Elizabeth, Ed.
Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO.- ISBN-0-7732-0102-5
PUB DATE- 89
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Foreign Countries; Grade 8; Grade 9; Junior High Schools; *Learning Problems; Resource Units; *Social Studies; Teaching Guides; Thinking Skills
IDENTIFIERS- *Alberta
This program is intended for students in grades 8 and 9 who have experienced difficulty in learning and may function a year or more behind their age peers. It is designed to provide for the development of essential knowledge, skills, and attitudes needed by students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication, and participation skills, and inquiry strategies to enhance students' ability to make adjustments to changing circumstances. The program is developed within contexts that are meaningful and relevant to students. Many instructional opportunities are provided to help learning through thematic study, through the integration of skills across the curriculum, and through the application of skills to real life situations. These approaches add a motivational dimension to the program and provide students with systematic and logical approaches for managing unfamiliar situations. The guide outlines the philosophy and goals of the program, discusses the required and elective components, offers suggestions for planning, lists learning resources, presents methodology and evaluation, scope and sequence, and provides a detailed presentation of the content of the social studies courses in this program. (JB)

ED 316 489 SO 020 684

Leming, Robert S.; Peach, Lucinda J.
Guide to Resources in Law-Related Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-09-2
PUB DATE- 90
NOTE- 80p.
CONTRACT- RI88062009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Audiovisual Instruction; Citizenship Education; Computer Software; *Educational Resources; Elementary Secondary Education; Human Resources; Instructional Materials; *Law Related Education; Organizations (Groups); Resource Materials
IDENTIFIERS- Mock Trials
In an effort to acquaint educators in social studies with resources in law-related education, this resource guide lists national and state organizations and coordinators and materials available through those organizations as well as those from various publishers and the ERIC database. Selected teaching and learning materials in various media are highlighted: books, curriculum packages, computer software, and video programs. Price and ordering information are provided, an indication of appropriate grade level is given, and short annotations give an idea of the content of the materials. A list of publishers and distributors of these materials is included at the end of the document. (JB)

ED 316 520 SP 032 011

Instructional Materials and Framework Adoption: Policies and Procedures.
California State Dept. of Education, Sacramento. Curriculum Framework and Textbook Development Unit.
PUB DATE- 88
NOTE- 58p.; Document interspersed with pages of light print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Full State Funding; *Instructional Materials; Policy Formation; *State Standards; *Textbook Evaluation

This document describes in detail the processes by which curriculum frameworks are developed and instructional materials are evaluated and recommended for adoption at the state level in California. The document is organized around two major processes--the process of curriculum framework development at the state level and the process for the state-level adoption of instructional materials. First, the major principles and objectives of both of these processes are reviewed. Then the specific phases and components of each of the processes are detailed. Each of these distinct yet interrelated components has its own timeline, its major participants, and goals and objectives that contribute to the overall effective development of the curriculum, as reflected in the frameworks, and to the adoption of appropriate instructional materials. The document describes how these two important aspects of curriculum development operate together. (JD)

ED 316 536 SP 032 092

Leslie, David K., Ed.
Mature Stuff. Physical Activity for the Older Adult.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-433-6
PUB DATE- 89
NOTE- 251p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biomechanics; Disabilities; Exercise Physiology; *Individual Characteristics; *Older Adults; *Physical Activities; Physical Activity Level; Physical Health; *Program Development
This book on physical education for the older adult is divided into three parts. The first part contains a chapter that introduces the reader to the topic of aging in American society and ties that topic to the interests of health professionals. Chapters 2 through 6 address the foundation areas of health, physical education, recreation and dance from the perspective of aging and include chapters that focus on the subdisciplines of biomechanics, exercise physiology, health, motor learning, and measurement. The second part of the book addresses aging from a programmatic perspective and includes chapters on the learning environment, programming, handicapping conditions and programming adjustments, and leisure activities. The third part of the book addresses program content and includes chapters on chair and standing exercises and their selection, aquatic exercises, and dance. (JD)

ED 316 566 TM 014 517

Forehand, Garlie A.
Computer-Based Assessment for Remedial Instruction.
PUB DATE- Aug 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Assisted Instruction; *Computer Assisted Testing; *Educational Assessment; Evaluation Criteria; Higher Education; *Remedial Instruction; Standards
This paper focuses on computer-based assessment embedded in the process of instruction, with the assessment being used for placement, assignment, instructional feedback, progress assessment, and/or exit testing. This discussion is based on experience in developing and evaluating assessment and instruction materials for college-level remedial instruction. Such continuous measurement uses calibrated measures embedded in a curriculum to estimate, continuously and unobtrusively, dynamic changes in the student's proficiency. Criteria of product quality and competent interpretation for such measurement are reviewed. Three facets of assessment for instruction that pose new questions about standards and criteria are addressed: (1) specification and evaluation of "low-stakes" measurement that occurs during the course of instruction; (2) interpretation of measures taken during the course of learning, when proficiency is evolving within the process of instruction; and (3) communication with the learner as user of measurement information. (TJH)

ED 316 581 TM 014 553

Young, John W.
A General Linear Model Approach to Adjusting the Cumulative GPA.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Admission Criteria; *College Admission; *Grade Point Average; Higher Education; Least Squares Statistics; Mathematical Models; Matrices; *Multiple Regression Analysis; Predictive Validity; *Predictor Variables
IDENTIFIERS- *General Linear Model; Scholastic Aptitude Test; Stanford University CA
A general linear model (GLM), using least-squares techniques, was used to develop a criterion measure to replace freshman year grade point average (GPA) in college admission predictive validity studies. Problems with the use of GPA include those associated with the combination of grades from different courses and disciplines into a single measure, the incompatibility of grades across courses, and adjustments for differences in grading standards at the course level. Freshman year GPA has the added disadvantage of being an insufficient and inadequate sample of a student's achievement through four years of college. Data for this study were taken from all 1,564 students who entered Stanford University (California) as freshmen in the autumn of 1982. Data include: sex, ethnicity, scores on the verbal and mathematics tests of the Scholastic Aptitude Test, high school GPA, high school rank in class, and data on courses taken at Stanford University. Estimates of each student's ability were obtained based on performance in college courses representing each of three substantive areas. Ability estimation was accomplished using the PROC GLM procedure in Statistical Analysis System. The data matrix for each area consisted of students as rows and courses as columns, with each cell of the matrix representing a student's grade in a particular course. The GLM produces an estimate of the least-squares mean for each student, which is the mean grade that would have resulted if the data matrix was complete. Ability estimates are used as separate outcome measures in a series of predictive validity studies and compared with the usually computed GPA. Multiple regression analysis was conducted using other traditional preadmissions measures. Results indicate that this approach yields a predictable criterion. Fifteen data tables are included. (TJH)

ED 316 594 UD 027 034

Brazer, Harvey E.; McCarty, Therese A.
Municipal Overburden: Its Influence on Education Expenditures in Cities.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Research; *Educational Demand; *Educational Finance; Elementary Secondary Education; *Financial Support; Human Services; Multiple Regression Analysis; Public Support; School District Spending; *School Taxes; *Tax Allocation; *Urban Schools
IDENTIFIERS- Connecticut; New Jersey; Virginia

The study reported in this document found no evidence for the minicipal overburden (m/o) hypothesis of urban school finance. The theory asserts that there is a causal relationship between high levels of non-school municipal expenditure or tax rates and low levels of school spending. Demand for expenditure on education in a sample of school districts in Connecticut, New Jersey, and Virginia was estimated using a median voter model and the hypothesis was tested by including in the estimating equation several versions of a variable representing municipal overburden. The following conclusions are reported: (1) m/o does not influence the demand for expenditure on education are demand for municipal services and demand for education are influenced by much the same factors, so that where the demand for one is high the demand for the other is also likely to be high; (3) demand for education behaves similarly to demand for any other good in that the quantity demanded responds positively to income and negatively to price, with elasticities that are within the expected range for a good that absorbs an appreciable fraction of income, for which quantity can be varied, and for which there are substitutes; (4) proxies for preferences also play expected roles; (5) federal and state aid influence demand for education in ways that are not satisfactorily explained by either the income-constraint expanding role or the "flypaper" mode; and (6) none of the forces often alleged to lead "inexorably" to high expenditures for municipal functions is found to do so. Two tables of statistical data are included. A discussion of the methodology used to estimate the demand for municipal services, details of the regressions used as tests of the municipal overburden hypothesis, and a list of five references are appended. (FMW)

ED 316 607 UD 027 287

Baradar, Miriam; And Others
Kwanzaa.
Portland Public Schools, OR. Multicultural/Multiethnic Office.
PUB DATE- Dec 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; Black Culture; *Cultural Activities; *Cultural Awareness; Cultural Background; Elementary Secondary Education; *Holidays; Intercultural Programs; *Learning Activities; *Multicultural Education; Resource Materials; Swahili
IDENTIFIERS- *Kwanzaa; Oregon (Portland)
This publication, which provides information about the African-American celebration known as Kwanzaa, was designed to support the Portland (Oregon) Public School District's goal of increasing students' understanding and appreciation of the history, culture, and contributions of different geocultural groups. The document is comprised of the following 16 sections: (1) "Introduction," which discusses African harvest festivals and describes the origins, principles, and symbols of Kwanzaa, the holiday celebrating the harvest of the first crop; (2) "The Seven Principles--Nguzo Saba," which defines the bases of the celebration; (3) "Kwanzaa Symbols," which describes the imagery associated with Kwanzaa; (4) "Kwanzaa Karamu (Feast)," in which December 31st festivities are described; (5) "Facts About Kwanzaa"; (6) "Colors of Kwanzaa"; (7) "Activities and Topics for Discussion," which suggests 15 classroom applications relating to Kwanzaa; (8) "Kwanzaa Feast Word Find," a puzzle featuring Kwanzaa-related terms; (9) "Teacher's Key to the Word Find"; (10) "Make a Kinara," which provides directions for making a Kwanzaa candleholder; (11) "Yam Race," which gives instructions for a game based on an important African crop; (12) "December's World of Holidays," which describes 12 international holidays and suggested related classroom activities; (13) "Swahili Vowel Pronunciation Key"; (14) "Swahili Consonant Pronunciation Key"; (15) "Definition of Terms"; and (16) "Kwanzaa Resources," listing seven sources of additional information. (AF)

ED 316 633 UD 027 335

Levy, Frank; Michel, Richard
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
PUB DATE- 90
NOTE- 19p.; Paper prepared for the meeting of the European Society for Population Economics (Rotterdam, Netherlands, September 18, 1987).
AVAILABLE FROM- Publications Office, The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Children; Demography; Economic Research; *Economic Status; Educational Attainment; *Family Characteristics; Family Financial Resources; Nuclear Family; One Parent Family; *Parent Background; *Population Trends
IDENTIFIERS- Current Population Survey
This document comprises a preliminary study of the causes of children's declining economic status within the income distribution between 1970 and 1985. Samples of 25-35 year old men and women for 1970 and 1985 drawn from the March "Demographic File" editions of the Current Population Survey (CPS) were analyzed. The following factors were examined: (1) differential fertility declines across educational groups; (2) the extent to which the status of children improves as birth rates regain equilibrium; and (3) the gap between the educational level of parents and the educational level of the workplace at large. The following findings are reported: (1) a decrease in the number of children in two-parent families was the most important factor contributing to the declining economic status of children, followed by an increase in the number of children in female-headed families and a decline in the economic status of less-educated working parents; (2) a projected 35 percent increase in the number of children in two-parent families due to postponed childbearing would have only a modest effect on the overall economic status of children; and (3) the gap between the educational level of parents and the educational level of the workplace widened modestly, probably due to the increased number of female family heads who are high school graduates. Seven tables of statistical data are appended. (FMW)

ED 316 340 PS 018 634

The In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Basic Skills; Compensatory Education; Elementary Education; Guidelines; Instructional Design; *Models; Needs Assessment; Program Design; *Program Development; *Program Evaluation; *Program Implementation; State Programs; Student Improvement
IDENTIFIERS- *In Class Instructional Model; *New Jersey

This resource manual for administrators, supervisors, and teachers was developed to foster the effective use of the in-class instructional model in basic skills improvement (BSI) programs in elementary schools. Funded by federal, state, and local sources, BSI programs are designed to be coordinated with school districts' developmental programs to provide supplementary remedial instruction in reading, writing, and mathematics to students needing compensatory education. Introductory materials in this manual cover BSI project designs, advantages of the in-class model, and factors affecting BSI student achievement. Subsequent discussion focuses on planning, implementing, and evaluating programs. Planning the use of the in-class model in kindergarten through sixth grades is discussed in terms of assessing, analyzing, and prioritizing needs. Discussion of implementing the in-class model centers on issues related to initial implementation and successful program operation. Evaluating the implementation of the in-class design is discussed in subsections on assessment techniques and formative and summative evaluation. An appendix provides resources for the elementary school in-class model, an annotated list of related New Jersey Department of Education publications, a list of nationally validated basic skills programs, and profiles of BSI programs reported in the literature. (RH)

ED 316 354 RC 017 384

Rosenfeld, Stuart A.; And Others
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Ford Foundation, New York, N.Y.; Hitachi Foundation, Washington, DC.; Southern Education Foundation, Atlanta, Ga.; Wye Inst. Inc., Queenstown, MD.
PUB DATE- May 88
NOTE- 376p.; For the executive summary, see RC 017 383.
AVAILABLE FROM- Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709 (Vol. 1 and 2, $40.00; discount prices for quantities over 25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Automation; Case Studies; Economic Development; Economic Impact; Economic Research; Industrialization; Industrial Training; *Industry; *Labor Education; Postsecondary Education; Public Policy; Rural Areas; *Rural Development; *Technological Advancement; Trade and Industrial Education
IDENTIFIERS- *United States (South)
These two volumes examine how the public sector can help revitalize southern rural counties adversely affected by global competition and technological advances. The first volume examines public and private factors that influence investment decisions in new technologies and outcomes of those decisions; effects of automation on employment and the workplace; effects on workers and employment; associated changes in organization and management philosophy; the role of education; and broader impacts on communities. Volume 2 is a collection of eight case studies. Most investments in automation are made incrementally to perform specific functions and address particular business objectives. Domestic competition and availability of new technologies are the two most common reasons for automating. Automation investments for these companies have increased capacity, output, productivity, and profitability. New technologies require more skills and flexibility, but provide for greater worker participation and autonomy. Automation is associated with higher-order thinking, more education, and more autonomy and responsibility for workers. Investments in new technologies typically lead to increases in total employment. Firms automating expect vocational education to provide sound basic skills and an ability to learn, not equipment-specific skills. Strategies for public sector intervention are suggested for outreach and information, education and training, and new industrial relationships. (DHP)

ED 316 459 SO 020 458

Brockington, Joseph L.
Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Cultural Traits; Culture; Economic Climate; Environment; Environmental Influences; Foreign Countries; *Futures (of Society); *Interdisciplinary Approach; International Studies; Literature; Music; Political Issues; Political Socialization; Postsecondary Education; Social History; Social Structure; Trend Analysis
IDENTIFIERS- *Europe (West); Kalamazoo College MI
This paper discusses the goals, planning, methodology, problems, and outcomes of an interdisciplinary course on the future of Europe that was offered for the first time in the summer quarter 1989 as part of the Center for Western European Studies at Kalamazoo College (Michigan). Intended particularly for students who had completed foreign study in Western Europe, the course focused on the patterns and trends in politics, social structure, intellectual life, and literature and the arts which seem to dominate Western European life. Special consideration was given to the extent to which these patterns and trends are: (1) interconnected; (2) reflective of an emergent European culture (as opposed to separate national cultures); and (3) of consequence for both the future of Europe and for relations between Europe and other nations. The course was divided into five major topical sections: (1) "The Development of Contemporary European Social Structure;" (2) "The Intellectual and Cultural Institutions of Europe;" (3) "European Art, Music, and Literature;" (4) "The Political and Economic Structure of Europe;" and (5) "Environmental Issues." Each of these topics was discussed by faculty members at the College with expertise and research interests in these areas. One faculty member coordinated the presentations and facilitated the students' attempts to bring all of the information into some manageable form. At the end of the quarter, the students put on a mini-conference on "The Future of Europe" with their own papers and presentations. (JB)

ED 316 552 TM 014 418

Wagner, Mary; And Others
The National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 89
NOTE- 287p.
CONTRACT- 300-87-0054
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Adolescent Development; *Data Collection; Data Processing; Disabilities; Employment; Longitudinal Studies; *National Surveys; *Research Methodology; School Surveys; Secondary Education; *Secondary School Students; *Special Education; *Transitional Programs
IDENTIFIERS- Independent Living; *National Long Transition Study Spec Ed Students; Parent Interview
The National Longitudinal Transition Study of Special Education Students (NLTS) provides information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The sample for the study, which began in 1987, involves more than 8,000 youth from the national population of special education students in the 1985-86 school year who were at least 13 years old. Data from these students will be collected again in 1990. The primary research questions involve identifying factors that contribute to the effective transition from secondary school to employment, further education, and independent living. This report documents the data collection and data processing procedures used in developing the primary database for the NLTS. Four data components were used to obtain the data specified by the conceptual framework: (1) parent/guardian interviews; (2) data from school records; (3) a survey of secondary special education programs; and (4) survey of non-respondents. The combined database includes data from at least one source for 8,678 youth, 84% of the initial sample. Complete data from the parent interview, school records, and school survey are provided for 4,064 youth. Data collection instruments and accompanying materials are presented in three extensive appendices. (SLD)

ED 316 620 UD 027 306

A Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 89
NOTE- 33p.; Brown ink on tan paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Georgia; *Stewart B McKinney Homeless Assistance Act 1987

This document represents Georgia's response to the mandate of the Stewart B. McKinney Homeless Assistance Act for the education of homeless children and youth. It is comprised of a foreword and eight sections. The first section, "Introduction," sketches the history of the McKinney initiative. The second section, "The Stewart B. McKinney Homeless Assistance Act, Title VII-B," reprints relevant portions of the public law. The third section, "Compliance," summarizes Georgia's actions in response to McKinney Act requirements. The fourth section, "Plan for the Education of Homeless Children and Youth," includes a statement on public notice and opportunity to comment, a State Board of Education policy statement, and responses to provisions of Section 722 of the McKinney Act. The fifth section, "Background," summarizes Georgia's research activities related to homeless education. The sixth section, "An Assessment of Barriers to Educational Opportunities Among Homeless Children and Youth in Georgia," details state objectives, findings, and recommendations. The seventh section, "Number of Homeless Children in Georgia," presents estimates based on survey results. The eighth section, "Suggested Guidelines for the Enrollment, Transfer and Withdrawal of Homeless Children and Youth," offers policy and procedure guidance to local education agencies. The report includes one map and three tables. (AF)

ED 316 415 SE 051 246

Ross, Bertram H. B.
High School Students' Concepts of Acids and Bases.
PUB DATE- Apr 89
NOTE- 140p.; M.S. Thesis, Queen's University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemical Reactions; *Chemistry; Cognitive Structures; Foreign Countries; High Schools; *Misconceptions; Qualitative Research; Science Education; *Science Tests; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Ontario
An investigation of Ontario high school students' understanding of acids and bases with quantitative and qualitative methods revealed misconceptions. A concept map, based on the objectives of the Chemistry Curriculum Guideline, generated multiple-choice items and interview questions. The multiple-choice test was administered to 34 grade 12 students who had completed the grade 11 advanced chemistry program. Eight of these students, from three levels of chemistry achievement (high, medium, and low), participated in 40-minute clinical interviews and follow-up interviews. Analyses of the quantitative and qualitative data revealed that the students held idiosyncratic conceptions of acids and bases which did not coincide with the concepts found in the curriculum guidelines or prescribed texts. The students in this exploratory study retained their everyday concepts of acids and bases and grasped few of the scientific concepts. More instruction time may help students to develop understanding of scientific concepts such as ions and pH. This document includes an introduction, discussions of methods and analyses, cases and concept maps, findings and a list of 39 references. Appendices include a copy of the multiple choice test, and a copy of each of the interview tasks. (Author/CW)

ED 316 430 SE 051 261

Tavel, Morton
Exponential Growth.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 87

NOTE- 47p.
AVAILABLE FROM- Council of Independent Colleges Publications Department, Technology Project, One Dupont Circle, Suite 320, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algebra; *College Mathematics; Communications; Community Colleges; Higher Education; *Information Transfer; Mathematics Education; *Nonmajors; *Science and Society; Secondary Education; Secondary School Mathematics; *Technological Advancement; *Technology

Technological advances during the past few decades have revolutionized many complex systems that influence human activity. As the rate of technological progress accelerates, these systems will become more complex, and new ones will evolve. Citizens in a technological society need to be able to make intelligent choices about how technology will affect their lives. This requires a better understanding of the technology itself; its potential and its limitations. This is a module for a course designed to introduce students, particularly those not majoring in the sciences or mathematics, to technological concepts. In this module, exponential growth is defined qualitatively, graphically, and algebraically. The module presents a range of applications, from those familiar to the student to those basic tc technological understanding. This unit is appropriate for an introductory course in quantitative methods or technology studies. (CW)

ED 316 446 SO 019 690

Block, Alfred
Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
Franklin School District 5, Wis.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 88
NOTE- 47p.
GRANT- ERI-G-86-0031
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; Civics; Community Involvement; Community Resources; *Constitutional History; Curriculum Development; Curriculum Enrichment; Curriculum Research; Family History; Genealogy; Government (Administrative Body); High School Students; *History Instruction; Integrated Curriculum; Parent Participation; Pretests Posttests; Social Studies; *United States History
IDENTIFIERS- Franklin Public Schools WI
Implemented in the Franklin (Wisconsin) Public Schools during the 1986-1987 school year, this project was aimed at improving citizenship development in high school students through an intensive study of the U.S. Constitution as it relates to the personal lives of citizens. The project's primary objective was to provide a structured program of parent and community involvement in high school citizenship preparation, focusing on the U.S. Constitution and Government. Secondary objectives addressed instructional quality and emphasized the development of student thinking, decision-making, and interpersonal skills. The project linked the study of the Constitution in 10th grade U.S. history classes to an interdepartmental (English-U.S. history) student project on family history. Evaluation focused on teacher perception of the effectiveness of the project as well as on pre- and post-measures of student attitudes toward and knowledge of the Constitution. Teachers identified several strengths and weaknesses of the project, and gave it a very positive subjective evaluation. Objective evaluation, based on students' pre- and post-tests, showed less definitive improvement in students' knowledge and attitudes. Recommendations for replication of the study are made and emphasize design, implementation and testing strategies, and cost considerations. An appendix includes a pre-test, a post-test, project activities, and an outline of six study units. (Author/AS)

ED 316 490 SO 020 686

Elementary Economics: A Bibliography.
Federal Reserve Bank of Chicago, IL.
PUB DATE- 85
NOTE- 41p.
AVAILABLE FROM- Public Information Center, Federal Reserve Bank of Chicago, P.O. Box 834, Chicago, IL 60690.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Computer Software; *Concept Teaching; Curriculum Enrichment; Economics; *Economics Education; *Elementary Education; Instructional Materials; Resource Materials; *Social Studies

Elementary educators have realized in recent years the life-long importance of developing students' economic decision-making skills. Many now include economic education in the curriculum. This annotated bibliography was developed to support and encourage these efforts and to bring to educators' attention some of the excellent materials available to introduce students to the world of economics. Materials provided by professional publishers were not included because of the broad advertising and distribution mechanisms already in place for those items. Rather, only those supplemental print materials, teaching kits, microcomputer disks, and audio-visuals that are available nationwide from companies and organizations whose primary business is not the production and sale of educational materials were included. An effort was made to assure that the materials included could be used to teach economic concepts objectively and effectively. Thirty-eight classroom materials and six curriculum guides are included. For each a short description is given, the address of the producer is provided, the appropriate grade level from K-6 is indicated, and the economic concept areas covered by the material are noted. A chart identifying grade level and economic concepts covered is provided to help one quickly locate materials appropriate to a given class. The evaluation form used to select materials for inclusion in the bibliography is appended. (JB)

ED 316 504 SP 031 860

Wheeler, Alan H.; Fanning, Jeanne
Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; *Curriculum Development; *Delivery Systems; Elementary Secondary Education; *Field Experience Programs; Higher Education; Research Needs; *Schools of Education; *Teacher Education Programs
The State University of New York College at Fredonia, Center for Educational Studies is initiating new partnerships and linkages with inservice teachers to provide a united front in the preparation of educational personnel, changing the delivery mode of inservice education, developing a mission/philosophy reflecting a sense of purpose, and implementing major curriculum changes that more appropriately address the educational needs of the schools. The Center's Advisory Council is comprised of Center personnel, all-college faculty representation, and the involvement of public school faculty and administration. Five task forces with all-college and public school membership are studying and making recommendations on: (1) curriculum integration; (2) inservice/graduate education; (3) developing collaborative partnerships; (4) selecting, rewarding, and training cooperating teachers; and (5) expanding field experiences. A component for assessment and research in education is also being implemented. This document reports on the activities and progress of all components of the Center's collaborative teacher education program. (JD)

ED 316 521 SP 032 014

Florio-Ruane, Susan
Social Organization of Classes and Schools. Issue Paper 89-2.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 26p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erikson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Educational Environment; Elementary Secondary Education; *Group Dynamics; Hidden Curriculum; *Peer Relationship; *Socialization; Teacher Role

This paper describes the importance of knowledge about the social organization of schools and classrooms for beginning teachers. The paper begins with a consideration of schools and classrooms as cultural settings and examines the beginning teacher's role within them. The remaining sections of the paper examine the interweaving of school social life with the fundamental teaching concerns of planning, instruction, and equity. This examination focuses on three images coined by educational researchers to capture key aspects of the teacher's role in school and classroom culture and their hiddeness to members of that culture. The "hidden world" of teacher thought and planning, the normative or "hidden curriculum" of schools, and the "invisible culture" of communication style related to language and ethnic identity are described. These hidden dimensions of teaching, rarely available to the pupil or novice teacher by means of observation or participation, must become the subject of critical examination and reflection if the novice teacher is to make a successful transition from "pupil" to "teacher" in the familiar culture of the classroom. The study of the social organization of schools and classrooms is therefore important to beginners in its own right and as a means to the end of becoming a thoughtful professional able to consider alternatives and possibilities as well as realities of classrooms. (Author)

ED 316 567 TM 014 520

Sangster, Sandra; Shulman, Rhona
Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Nov 88
NOTE- 71p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Style; *Curriculum Evaluation; Foreign Countries; *Instructional Effectiveness; Learning Strategies; Pilot Projects; Secondary Education; *Secondary School Curriculum; Secondary School Students; Secondary School Teachers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *4MAT System; Canada; North York Board of Education ON; Student Surveys; Teacher Surveys

A pilot project involving implementation and evaluation of the 4MAT curriculum system at secondary schools in Scarborough and North York (Ontario) is described. The 4MAT system is a curriculum delivery model developed by B. McCarthy that incorporates research by D. Kolb in the fields of learning styles and brain dominance. The model identifies four dominant learning styles, each assumed to be present in approximately 25% of the population. The model is graphically displayed as four quadrants with the axes representing two major functions that determine how each individual learns; specifically, the axes represent means of perceiving information (sensing and feeling versus thinking) and means of processing information (doing versus watching). The research performed for this study was designed to determine the effects of the 4MAT system on teachers' attitudes about differences in students' learning styles and students' and teachers' perceptions of the efficacy of the system. A total of 14 units of study based on the 4MAT model were developed, and six were retained for use in this study. Teacher and student questionnaires and teacher follow-up interviews were used upon completion of the unit to determine curriculum effects on 31 teachers and 572 students involved in the study. Results indicate that the system was received well by both students and teachers. The 4MAT Research Project Teacher Interview Schedule, Teacher Survey, and Student Survey are included; and summaries of the responses are provided. (TJH)

ED 316 311 PS 018 449

Funkhouser, Janie E.; Morrison, Donna Ruane
A National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 88
NOTE- 99p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Comparative Analysis; *Compensatory Education; Educational Practices; *Elementary Education; Instruction; National Surveys; *Profiles; Public Schools; School Involvement; *State Programs; *Student Participation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Program Distribution
Historically, Congress has maintained an interest in encouraging State Compensatory Education (SCE) programs that are similar in purpose to Chapter 1. To date, no nationally respresentative data have been reported regarding the prevalence and nature of SCE programs in schools. In an effort to address this situation, this report synthesizes findings from the National Assessment of Chapter 1 studies. The report provides recent, nationally representative data that bear on the following questions: (1) How are districts and schools selected to operate SCE programs? (2) What is the distribution of SCE programs in Chapter 1 and non-Chapter 1 schools, and in schools with varying levels of poverty? (3) What within-school selection practices are used to determine which grades and students are served by SCE? (4) What services do SCE programs provide? and (5) How do these services compare with Chapter 1 services? Several surveys and studies conducted for the National Assessment of Chapter 1, including the School Survey, the District Survey, the Targeting Study, the Resource Allocation Study, and the Program Design Study, provide the basic data for the report. Appendix A lists states included in the samples of SCE school principals and teachers. Appendix B describes school and district survey samples and standard error calculations. Also included are support tables for figures and tables in the report and a list of standard errors for 38 text citations that do not appear in tables. (RH)

ED 316 325 PS 018 612

Van Leuven, Patricia O'Brien
Child Care Is Good Business: An Agenda for Fort Wayne.
Fort Wayne Women's Bureau, Inc., Ind.
SPONS. AGENCY- Foellinger Foundation, Fort Wayne, IN.; Lincoln National Corp., Fort Wayne, IN.
PUB DATE- 89
NOTE- 71p.
AVAILABLE FROM- Fort Wayne Women's Bureau, Inc., 303 East Washington, Fort Wayne, IN 46802 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Background; *Community Characteristics; Community Development; *Day Care; Delivery Systems; Early Childhood Education; Economic Development; *Educational History; Employed Women; *Employer Supported Day Care; Poverty; Private Agencies; *Program Development; Public Agencies
IDENTIFIERS- *Indiana (Allen County); Service Options
Background information and recommendations related to the support of child care services in Fort Wayne, Indiana is presented in six chapters. Chapter I discusses the feminization of the workforce and demographic data bearing on the need for child care, the child care workforce, and child care arrangements. Chapter II reviews child care services in the United States, focusing on child care in the twentieth century, economic depression/world war and child care, the war on poverty, child care services and the public sector, state and local government initiatives and partnerships, child care and the private sector, St. Paul's model partnership in Minnesota, and issues confronting the delivery of child care services. In terms of child care and productivity, the labor shortage, and economic development, Chapter III indicates why child care is good business. Employer-sponsored child care (ESCC) options are discussed in Chapter IV, and subsections concern current statistics on ESCC, employer options in child care, creating or supporting direct services, providing information, providing financial assistance, sharing in community solutions, easing time constraints, and small business and child care. Chapter V profiles child care in Allen County, Indiana, identifying gaps in child care services. Chapter VI advances recommendations for addressing the gaps through the establishment of a technical assistance center. Seventy references are cited. (RH)

ED 316 369 RC 017 404

Ramirez-Krodel, Aurora, Comp.
Hispanic Americans in the United States: A Select Annotated Bibliography.
PUB DATE- 89
NOTE- 27p.
AVAILABLE FROM- Programs for Educational Opportunity, University of Michigan, 1033 School of Education, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Hispanic American Culture; Hispanic American Literature; *Hispanic Americans; Mexican American Education; Mexican American Literature; *Mexican Americans; *Puerto Ricans; Spanish Speaking

This annotated bibiliography provides background information on three main groups of Hispanic Americans (Mexican Americans, Puerto Ricans, and Cuban Americans) and is arranged to reflect the diverse histories, experiences, and cultures of these Hispanic subgroups. The bibliography includes both English publications and bilingual publications written in both Spanish and English. Along with sections on the three main Hispanic American groups, the bibliography contains sections on comprehensive views of Hispanic American immigrants, demographic studies and research reports, education, women, art and music, film and theater, literature, cultural traditions and social customs, family life, language use, personal narratives, and photographic essays. This bibliography contains 162 publications, including books, journal articles, reports, government documents, and statistical materials. (DHP)

ED 316 383 RC 017 425

Goldsmith, Oliver Scott
The Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- Aug 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Change; Economic Factors; Economic Research; Financial Needs; Financial Policy; *Financial Problems; *Fiscal Capacity; Living Standards; Public Policy; *Resource Allocation; *Retrenchment; Taxes
IDENTIFIERS- *Alaska

Alaska faces a problem that is easy to explain but hard to solve: state government is spending more than it collects. The budget crisis looms because oil production, which supplies 85% of the state's general fund revenues, will soon begin to fall as the Prudhoe Bay oil field is depleted. This paper examines the potential deficit and the effect it will have on Alaskans. It considers four possible ways to deal with the fiscal gap from the present to 2010: (1) stumble from year to year; (2) deplete the permanent fund; (3) freeze the budget; or (4) cut spending and raise taxes. Only economic effects, not political difficulties, are considered. Under each scenario effects on revenues, expenditures, employment, economic well-being, and the permanent fund are examined. Decisions are discussed in the areas of (1) current versus future spending and economic activity; (2) public versus private spending; (3) gradual versus abrupt transition; and (4) public versus private economic activity. The effects of the decisions may fall on different areas of the state, different segments of the population, and at different times, depending on the choices made. Although these decisions are political, they can best be made using information about the implications of different choices. (DHP)

ED 316 400 SE 051 224

Annual Report of the Mathematical Sciences Education Board.
National Academy of Engineering, Washington, D.C.; National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.
PUB DATE- Jun 89
NOTE- 19p.; For 1987 Annual Report see ED 295 784.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Financial Support; *Governing Boards; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Minority Groups; Parent Teacher Cooperation; *Secondary School Mathematics; *Standards
IDENTIFIERS- *Mathematical Sciences Education Board

The Mathematical Sciences Education Board (MSEB) is one of the nine major units of the National Research Council (NRC). It was established to provide a continuing national overview and assessment capability for mathematics education. This report describes the activities and accomplishments of the MSEB under the following headings: (1) "Everybody Counts"; (2) "Curriculum Philosophy and Framework"; (3) "Strands of the K-12 Curriculum"; (4) "A Year of National Dialogue"; (5) "PTA Kits"; (6) "Making Mathematics Work for Minorities"; (7) "Mathematics Education: Wellspring of U.S. Industrial Strength"; (8) "Wellspring Offspring"; (9) "Pilot State Mathematics Coalitions"; (10) "Professional Standards for Mathematics Teachers"; (11) "Workshop for Federal Agencies"; and (12) "NCTM Standards Review." Other components include a 1989-1990 activity plan with the MSEB master plan and a funding plan of the Board. MSEB sponsors of core and project activities are listed, and a membership roster is provided. (YP)

ED 316 474 SO 020 625

McBeath, Jerry; And Others
Alaska Government and Politics: Study Guide and Workbook.
Alaska Univ., Fairbanks. Dept. of Political Science.
PUB DATE- Jun 88
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Civics; Governmental Structure; *Political Science; Resource Materials; Review (Reexamination); Secondary Education; Social Studies; *State Government
IDENTIFIERS- *Alaska
This study guide and workbook is intended to be used by students in conjunction with two books: "Alaska State Government and Politics" and "Alaska's Urban and Rural Governments." Each of the 15 units in the guide contains four sections. (1) The learning objectives tell the students what they should have learned after reading and studying a chapter. (2) The overview and synopsis are summaries that alert students to themes and issues addressed in the chapter. (3) The glossary contains key terms and concepts that are important for understanding the subject. (4) True/false, multiple choice, and essay questions test comprehension. The correct answers are printed at the end of the guide. Topics covered in the units include Alaska's political history, Alaska's constitution, intergovernmental relations, political culture, elections, political parties, interest groups, public opinion, the Alaska press, the Alaska legislature, the governor, the administrative system, the state courts, local government in urban Alaska, and local government in rural Alaska. (JB)

ED 316 537 SP 032 094

Nagy, Stephen; Adcock, Anthony
The Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
PUB DATE- Jan 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Body Weight; Drug Abuse; Mental Health; Nutrition; *Physical Health; Safety; Secondary Education; Sexuality; *Student Attitudes; *Student Behavior; *Student Characteristics; Suicide; Violence
IDENTIFIERS- *Alabama
The Alabama Adolescent Health Survey was a comprehensive survey of the knowledge and behaviors of eighth- and tenth-grade students in the public schools. The sample consisted of 3,803 students from school systems that were rural, metropolitan, and mixed. The survey measured student attitudes toward, and knowledge of: (1) mental health; (2) suicide; (3) violence; (4) substance use and age of initiation; (5) sexual attitudes and behaviors; (6) sexually transmitted disease; (7) Acquired Immune Deficiency; (8) safety; (9) weight control perceptions and practices; and (10) nutrition knowledge and practices. The results indicate that the youth in Alabama were very similar to the youth in a national survey. A large number of Alabama's adolescents are engaging in risky behaviors, some of which may have immediate health impacts whereas others may take years to materialize. Based upon the findings, a number of recommendations are made. (JD)

ED 316 582 TM 014 555

Twale, Darla J.; Thompson, Mary J.
Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
PUB DATE- Feb 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Graduate Surveys; *High School Graduates; High Schools; Longitudinal Studies; *Occupational Tests; *Outcomes of Education; *Predictor Variables; Rural Schools; Scores; *Standardized Tests; Vocational Evaluation
IDENTIFIERS- Preference Data; *Test Batteries
This longitudinal study focused on predicting student outcomes through multiple test scores and vocational preferences using standardized instruments and self-reports of career plans. A total of 444 students in the class of 1986 were enrolled in either a non-vocational or vocational curriculum at one of 4 high schools in a small, rural, working-class school district during the 4 academic years between 1982-83 and 1985-86 and completed from 1 to 4 standardized tests as part of the district's comprehensive testing program. Three hundred and fourteen of these students actually graduated in 1986; these graduates were all administered the Differential Aptitude Test, Ohio Vocational Interest Survey, California Achievement Test, and Stanford Achievement Test; and they were mailed a follow-up questionnaire. Using the stepwise method of discriminant analysis to predict group membership, classification efficiency ranged from 61% to 74%, indicating that a significant portion of the class might have benefited from an alternative curriculum. Career choice and actual plans were more likely influenced by socioeconomic status, rural location, and expressed vocational preference than by actual test scores. Results suggest that some of the non-vocational students might have been more successful in a vocational curriculum. School counselors must help students achieve more congruence between test scores, expressed vocational choice, and their mitigating environmental circumstances. Four data tables and a 23-item list of references are included. (Author/TJH)

ED 316 595 UD 027 102

Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
PUB DATE- Jan 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; *Compensatory Education; Early Childhood Education; Elementary Education; *High Risk Students; *Low Achievement; Mathematics Instruction; Minority Group Children; *Nontraditional Education; Research Reports; School Demography; Science Instruction; Workshops
IDENTIFIERS- *Accelerated Schools Movement; Research Summaries

The thesis of this conference report is that acceleration is a much more effective method than remediation for bringing at-risk children into the educational mainstream at an early age. The papers summarized in the report provide a background on the history, politics, and demography of at-risk students and suggest applications of acceleration to different subjects and learning strategies. The papers are: (1) "Don't Remediate: Accelerate" (H.M. Levin); (2) "'Dunces,' 'Shirkers,' and 'Forgotten Children': Historical Descriptions and Cures for Low Achievers" (L. Cuban and D. Tyack; (3) "The Educationally At-Risk: What the Numbers Mean" (J. Catterall and E. Cota-Robles); (4) "Is the Time Ripe for More Government Help?" (M. W. Kirst and B. Gifford); (5) "How Families and Communities Can Help" (J. L. Epstein and D. Scott-Jones); (6) "Accelerated Schools Can Begin Before Kindergarten" (E. W. Gordon and L. P. A. Root); (7) "Going Beyond Minimal Competency'" (R. Calfee, R. Avelar La Salle, and H. Cancino); (8) "What's Going on in the Classroom" (S. B. Heath and L. Mangiola); (9) "Mathematics for At-Risk Children: Who Cares?" (N. Noddings and J. Greeno); (10) "Seeing, Touching, and 'Figuring Out What Happens': The Role of Science in At-Risk Education" (J. M. Atkin and S. A. Raizen); (11) "Instructional Strategies: What Works and What Doesn't" (R. E. Slavin and N. A. Madden); (12) "Limited-English Students Can Benefit from Accelerated Classes" (E. Cohen and M. B. Arias); (13) "Evaluating the Accelerated School: How Do We Measure Change?" (D. M. Fetterman and E. H. Haertel); (14) "Putting Educational Decision-Making Back Where It Belongs: At the Local School" (H. Levin); and (15) "Implementing the Accelerated School" (J. S. Rogers, R. Polkinghorn, Jr., and B. LeTendre). A directory of the Illinois Network of Accelerated Schools and an outline of accelerated schools' principles and assumptions are appended. (FMW)

ED 316 608 UD 027 294

Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
Florida A and M Univ., Tallahassee.
PUB DATE- 85
NOTE- 98p.; For related documents, see UD 027 295-300; print marginally legible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Academic Persistence; *Black Colleges; *Black Students; *Dropout Prevention; Federal Programs; Higher Education; *Program Descriptions; *Psychological Characteristics; *School Holding Power
IDENTIFIERS- *Department of Agriculture

This document comprises the proceedings of a conference that brought together administrators, researchers, and faculty from historically black colleges and universities (HBCUs) to address the growing problem of retaining black students. Activities were structured into 5 general sessions, 16 concurrent sessions, and 2 special sessions. Principal speakers addressed ways to recruit and retain black students, along with other issues of broader scope and fundamental importance to black colleges. A discussion panel examined retention issues from diverse perspectives, including that of representatives of the U.S. Army Training and Doctrining Headquarters. The papers presented in the concurrent sessions described effective recruitment and retention programs, and examined psychological factors affecting black college students. Workshops focused on methodology, innovative applications, creative techniques, and utilization of materials and equipment in retention programs. Special activities included an autograph hour with Dr. Jacqueline Fleming, author of "Blacks in College," and a sunrise event for all participants from historically black colleges at which representatives of the U.S. Department of Agriculture explained the 47 programs available to HBCUs. Abstracts of the main speeches and the research reports are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

ED 316 284 JC 900 145

Selman, James W.
Stress in Perspective for Community/Junior College Presidents.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 24p.
AVAILABLE FROM- Department of Vocational and Adult Education, College of Education, Auburn University, Auburn, AL 36849-3501 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *College Administration; College Environment; *College Presidents; Community Colleges; *Stress Management; *Stress Variables; Two Year Colleges

A study was conducted to determine levels of perceived stress associated with the office of public community/junior college president in the southeastern United States. The study investigated the following: (1) the ways that stress, as perceived by selected community/junior college presidents, relates to certain job functions; (2) the importance of these job functions; and (3) the methods used by these presidents to counter stress. Questionnaires were mailed to 276 presidents, and 175 usable questionnaires were returned. Study findings included the following: (1) the average age of the respondents was 52; (2) respondents had an average of 10.5 years of experience as a college president; (3) 94.3% were white and 95.4% were male; (4) 86.3% had a doctorate; (5) 44% of the respondents were employed at colleges located in urban areas; (6) the presidents perceived the stress level of the majority of their job functions to be "not very stressful," with the exception of Faculty Relationships and Legal Matters, which were rated "very stressful"; (7) in rating the importance of 21 major job responsibilities, presidents confirmed that these individual responsibilities were important to the functioning of the presidency; and (8) counter-stress activities such as exercise, seeking the advice of a physician, and drinking alcohol, were not widely used by the respondents, although almost all engaged in some form of relaxation on occasion. Survey responses are appended. (WJT)

ED 316 297 JC 900 167

Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Mar 90
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Affirmative Action; Budgets; Community Colleges; Educational Trends; *Enrollment; Enrollment Trends; Facility Utilization Research; *Financial Support; Graphs; Income; *Institutional Characteristics; *Outcomes of Education; Salaries; *School Effectiveness; Teacher Effectiveness; Two Year Colleges; Two Year College Students

Data on ten aspects of the institutional effectiveness of Howard Community College (HCC) are presented in this report. Section 1 provides actual and projected enrollment figures. Section 2 assesses quality of instruction in terms of student survey responses, full-/part-time faculty ratios, and faculty salaries. Section 3 focuses on educational outcomes, including degrees and certificates awarded, goal achievement among students, employer satisfaction with graduates, and student satisfaction with preparation for transfer. Section 4 considers graduation and retention rates, course success rates, cooperative education placements, characteristics of continuing education students, and non-credit course enrollment patterns. Section 5 describes facilities' enhancements, including classroom utilization data on campus and at continuing education sites in Howard County. Section 6 provides graduates' ratings of college services. Section 7 looks at instructional programs planned for fall 1990 to fall 1994. Section 8 presents financial data, including information on budgets, revenue, and financial projections based on current trends. The image of the college in the community is the focus of section 9, which describes graduates' and community members' rating and use of the college. The final section presents affirmative action figures including headcounts by minority status and college personnel by racial/ethnic group. A list of recent HCC research publications concludes the document. (JMC)

ED 316 341 PS 018 635

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-43BR
PUB DATE- Jan 90
NOTE- 86p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Size; Comparative Analysis; *Costs; Criteria; Day Care Centers; *Early Childhood Education; *Educational Quality; *Federal Legislation; Standards; *Student Characteristics; Tables (Data); *Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- Accreditation Standards; *Program Characteristics; Smart Start Act 1989; Staff Characteristics

The General Accounting Office conducted a study to determine the costs of providing high-quality early childhood education (ECE). The study aimed to estimate the average annual cost per child of provision of high-quality ECE, compare the average annual salary for ECE teachers with that of public elementary school teachers, and determine the extent to which costs of a typical ECE center change when there are changes in such factors as number of children enrolled and the child/teacher ratio. Data were collected by questionnaires sent to directors of 265 full-day, full-year preschool and ECE programs accredited by the National Association for the Education of Young Children (NAEYC), which has criteria similar to those of S. 123, the Community Collaborative for Early Childhood Development Act of 1989, also known as the "Smart Start" Bill. Findings concern: (1) overall costs of centers; (2) effects of variations in center characteristics on per-child cost; and (3) characteristics of children enrolled. Five appendices provide a comparison of S. 123 criteria and NAEYC standards, notes on study design and methodology, and technical material on the economic analysis of the costs of high-quality ECE. Major contributors to the briefing report are listed. A total of 26 tables and 31 figures supplement the text. (RH)

ED 316 355 RC 017 385

The Hispanic Population in the United States: March 1988.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jul 89
NOTE- 81p.; For the advance report, see ED 299 081. Reduced size statistical tables throughout.
AVAILABLE FROM- Superintendent of documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; Cubans; *Demography; *Educational Attainment; Employment Patterns; *Family Characteristics; *Hispanic Americans; Income; Mexican Americans; Population Growth; Population Trends; Poverty; Puerto Ricans; Sex Differences; *Socioeconomic Status; Statistical Inference; Tables (Data); Unemployment
IDENTIFIERS- *Current Population Survey

This report presents data from the March 1988 Current Population Survey on the demographic, social, and economic characteristics of the Hispanic population of the United States, including age, sex, marital status, educational attainment, school enrollment, fertility, voting and registration, employment status, family composition and size, income, and poverty status. Data on educational attainment show 11.7% of Hispanic males, age 25 and over, completing less than 5 years of school compared to 2.6% of the total population. Fifty-two percent of Hispanic males completed 4 years of high school or more compared to 76.4% of the total population. Only 12% of Hispanic males completed 4 years of college or more, while 24% of the total population attained this much education. Relative percentages for females were very similar. Tables also show years of school completed by age, sex, and type of Hispanic origin and current educational enrollment. For those of Hispanic origin of both sexes, ages 3 to 34 years, 47.8% were enrolled in school in October, 1986, compared to 48.2% for those of non-Hispanic origin. The report includes five charts and 36 tables. Appendices discuss definitions, data sources, and the accuracy of estimates. (DHP)

ED 316 460 SO 020 486

Schlesinger, Benjamin; Schlesinger, Rachel Aber
Canadian Families: A Resource Guide.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Psychological Foundation, Don Mills.
REPORT NO.- ISBN-0-7744-0337-3
PUB DATE- 88
NOTE- 81p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Family (Sociological Unit); *Family Characteristics; Family Day Care; Family Environment; Family Financial Resources; *Family Life; Family Planning; *Family Problems; *Family Structure; Family Violence; Films; Foreign Countries; Resource Materials
IDENTIFIERS- *Canada
Resources on the Canadian family have been increasing over the past 20 years. This guide contains an annotated bibliography of 399 of those resources, all written in English and published in Canada and the United States. The entries are divided into 52 topics and categories, a few of which are: (1) abortion; (2) the aged; (3) child care; (4) divorce; (5) family violence; (6) gender roles; (7) housing and family life; (8) one-parent families; (9) religion and the family; and (10) women and family life. Annotations are generally brief. A list of addresses of the major publishers in the guide is included. A list of 156 films and videos dealing with Canadian family life and produced by the National Film Board of Canada is included but not annotated. The guide also includes a list of national Canadian organizations that distribute materials related to various aspects of family life. (JB)

ED 316 505 SP 031 861

Johnson, Daniel P.
Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Course Content; *Curriculum Development; Curriculum Evaluation; *Instructional Leadership; Lesson Plans; *Participative Decision Making; Secondary Education; *Teacher Administrator Relationship
Increasingly, teachers are complaining that they have been left out of the decision-making process in terms of curriculum development. There has been a growing impetus for shared decision making and shared leadership. A curriculum mapping process is described which was successfully implemented in a large middle school. Through this mapping process, teachers listed the learning outcomes which existed in their taught curriculum. After developing educational goals and conducting education needs assessments, this curriculum mapping process was used to develop a Curriculum Monitoring Process. This consisted of three phases: (1) developing a written curriculum keyed to teachers' daily implementation through a learning outcome checklist; (2) monitoring curriculum implementation through a learning outcomes checklist; and (3) analyzing the congruence among the written, taught, tested, and learned curricula. The curriculum guide used to develop the written curriculum lists the department, strand, and grade level, the general concepts, time allotted to teach each concept, the learning outcomes indicating concept mastery, available resources, and method of evaluation. How this Curriculum Monitoring System was developed and implemented is described and briefly evaluated. (JD)

ED 316 553 TM 014 497

Robertson, Gary J.
Current Status of the Test User Qualification Process.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Examiners; *Experimenter Characteristics; Measurement Techniques; *Qualifications; *Researchers; Research Methodology; Testing Problems; *Test Use
IDENTIFIERS- *Screening Procedures; Test Publishers; Test User Qualifications Working Group; *User Characteristics
The development of procedures by which test publishers can screen individual purchasers to minimize the possibility of test misuse is described. The Test User Qualifications Working Group (TUQWoG), an outgrowth of the Joint Committee on Testing Practices, was formed to address the prevention of test misuse through improved methods of screening test purchasers. In defining the scope of its work, the group decided to study commercially published tests, excluding licensure and certification examinations, college entrance tests, and entrance tests for professional schools. The studies conducted by TUQWoG focused on the individual test purchaser, not the institutional purchaser. Study 1 identified the content domain of test user competency through a critical incidents study with 62 experts. Study 2 examined the key test user behaviors for tests in general by having 19 experts rate the 86 key test user behaviors obtained in Study 1. Study 3 described and evaluated common factors of test misuse through the input of 200 experts who rated 76 tests. Study 4 encompassed the development of actual test purchaser forms using data from the first three studies. Two test publishers developed these forms, and a sample form is provided. A technical report issued by TUQWoG contains guidelines for developing a purchaser qualification form. Two tables and one figure illustrate the process. (SLD)

ED 316 621 UD 027 311

Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
Latin American Research and Service Agency, Denver, CO.
SPONS. AGENCY- Center for Health Policy Development, Inc., San Antonio, TX.
PUB DATE- Aug 89
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitudes; Federal Programs; *Health; Health Programs; *Hispanic Americans; *Information Sources; *Knowledge Level; Multilingual Materials; *Public Opinion; State Surveys; Telephone Surveys; Television
IDENTIFIERS- Arizona; Colorado; New Mexico; Texas

This document comprises a report on the knowledge, attitudes, and beliefs about Acquired Immune Deficiency Syndrome (AIDS) of Hispanic Americans residing in Arizona, Colorado, New Mexico, and Texas. A total of 2,400 people (600 per state) were interviewed by telephone between December 1988 and January 1989. The following sample characteristics are reported: (1) 55 percent were female; (2) 51 percent were between 25 and 44 years old; (3) 68 percent were married; (4) the average household size was 3.7 persons; (5) 33 percent were high school graduates and another 31 percent had some postsecondary education; (6) 77 percent were born in the United States; (7) 75 percent of those not born in the United States were raised in Mexico; and (8) 50 percent had a bicultural orientation, 38 percent had a Hispanic cultural orientation, and 11 percent had an Anglo cultural orientation. The following findings are reported: (1) 92 percent had read of, heard of, or seen AIDS; (2) television, magazines, and newspapers were the most frequently identified sources of both AIDS and general health information; (3) television was identified as the single most helpful source of information; (4) English-language television was identified by half as the single most helpful source of information; and (5) of the 44 percent who had received the Surgeon General's pamphlet about AIDS, 88 percent had read all or some of it, 96 percent of the readers understood it, and 59 percent of them talked to someone else about it. Statistical data are included on 21 tables and 11 charts. The following material is appended: (1) a discussion of the survey methodology; (2) the survey questionnaire in both English and Spanish; (3) a postcard sent to prospective participants; (4) lists of sources of AIDS and general health information; (5) a list of seven references; and (6) a brief description of the Latin American Research and Service Agency (LARASA). (FMW)

ED 316 634 UD 027 336

No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- Nov 89
NOTE- 221p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; Child Advocacy; *Childhood Needs; Children; Childrens Rights; *Child Welfare; *Family Problems; *Foster Care; *Government Role; Hearings; Juvenile Courts; Mental Health Programs; *Program Evaluation; Welfare Services
IDENTIFIERS- *Congress 101st

This report concerns the present status of children in troubled families and the quality of the child welfare, juvenile justice, and mental health services they receive as compared to 10 years ago, based upon the findings of the House Select Committee on Children, Youth, and Families. In Chapter 1, "Children and Families in Crisis," the following findings are discussed: (1) more children are in out-of-home care; (2) children's needs are more severe; and (3) children who are receiving services still risk harm. In Chapter 2, "Children's Services in Crisis," the following findings are discussed: (1) state and local agencies and courts are overwhelmed with cases; (2) services are limited due to staffing problems; (3) current services are uncoordinated and fragmented; (4) financing mechanisms and funding are inadequate and misdirected; (5) Federal enforcement and oversight are weak; and (6) essential data are unavailable for a complete analysis. In Chapter 3, "Promising Programs to Prevent Placement," the following findings are discussed: (1) prevention and early intervention are less costly and more effective; (2) there is growing support for family preservation and community-based services; (3) there has been growing interest in comprehensive, coordinated, and integarted children's services; and (4) despite the increasing interest, there are still too few programs and little financial support. Seven charts are included. The following items are appended: (1) 13 tables; (2) 177 references; (3) children in substitute care survey instrument; (4) an annotated list of Federal programs affecting children in state care; (5) a listing of state-by-state litigation on behalf of children in state care; and (6) principal findings of a survey, "Addicted Infants and Their Mothers." Additional and dissenting views on the status of troubled children and welfare services are included. (JS)

ED 316 370 RC 017 405

Vazquez, Andrew; Ramirez-Krodel, Aurora
America's Hispanic Heritage: An Overview of Hispanics in the United States.
Michigan Univ., Ann Arbor. Program for Educational Opportunity.
PUB DATE- 89
NOTE- 23p.

AVAILABLE FROM- Programs for Educational Opportunity, University of Michigan, 1033 School of Education, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- Cultural Background; Cultural Differences; Ethnic Distribution; *Hispanic American Culture; *Hispanic Americans; Immigrants; Mexican American Education; *Mexican Americans; Population Growth; *Puerto Ricans; Spanish Americans; Spanish Speaking

Hispanics may share a language, a religion, and a similar culture, but they are not a homogeneous group. They are from many different countries, with different histories and ethnicities. This booklet describes the situation of Hispanic Americans, the fastest growing minority group in the country. The largest group of Hispanics in the United States is Mexicans, followed by Puerto Ricans, Cubans, and Central and South Americans from 16 different countries. The relative youth of the Hispanic American population and both high fertility and high rates of immigration are all factors in the rapid growth of this population. Ninety percent of Hispanics live in 9 states--5 of them in the Southwest. New York, Florida, Illinois, and New Jersey also have substantial Hispanic populations (varying from 11% in New York to 3% in New Jersey). Most Hispanics of Mexican origin live in the Southwest; most Hispanics of Cuban origin live in Florida; and most Hispanics of Puerto Rican origin live in the Northeast. Hispanics generally have educational attainment lower than the national average. Although they are active members of the country's labor force, they are often forced to take lower paying jobs with less security. These factors contribute to high poverty among Hispanics. This booklet briefly examines the history of Mexican Americans, Cubans, and Puerto Ricans in the United States. Immigration of Central and South Americans is also noted. Important issues concerning Hispanic/Americans are immigration laws, future work force and economic impacts, education, English-only laws, and political representation and participation. This report contains 23 references. (DHP/CBH)

ED 316 384 RC 017 426

Guerena, Salvador, Comp.; Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
California Univ., Santa Barbara. University Library.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ethnic Studies; *Hispanic American Culture; Hispanic American Literature; *Hispanic Americans; Mexican American Education; Mexican American History; Mexican American Literature; *Mexican Americans
IDENTIFIERS- Chicano Art; Chicano Literature; *Chicanos; Coleccion Tloque Nahuaque; Mexican American Studies

This is a bibliography of materials held in the Coleccion Tloque Nahuaque of the University of California at Santa Barbara (UCSB). It includes citations of monographs and reference tools about Chicanos written in both English and Spanish. The following categories are listed: agriculture; architecture; art; arts and crafts; bibliographies; border studies; consumers; dictionaries; economics; education; emigration and immigration; folk medicine; folklore; gerontology; guides and directories; health care; history; history of America; history (Mexico); language; language (Spanish); law; libraries and library science; literary history and collections; literature; literature (Latin America); literature (Mexico); manners and customs; medicine; mental health; music; naturalization; politics (Latin America); psychology; sociology; technology; theater; theology; U.S.-Mexico relations; and women. The UCSB Library call number is listed in each citation. (ALL)

ED 316 416 SE 051 247

Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- 86-33
PUB DATE- Dec 86
NOTE- 62p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento CA 95814 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Science; *Engineering Education; *Females; Government Role; Higher Education; *Minority Groups; Physical Sciences; Science Education; *Student Attrition
IDENTIFIERS- *California

In 1985, the California legislature directed the California Postsecondary Education Commission to study the attrition rate of students in engineering education in order to learn if ethnic minority and women students had a higher drop-out rate than all engineering students and, if so, to determine the reasons for their high attrition. In that resolution, the Legislature also directed the Commission to assess the impact of the Minority Engineering Program in reducing the attrition of minority students in engineering education. This report responds to that resolution by providing information about the attrition rate of women and ethnic minority engineering students and about the impact of the Minority Engineering Program. The study includes discussions of continuation and graduation rates, differing tracking rates by institution and campus, and discussions of the background, effectiveness, characteristics, significant components, and recommendations of the Minority Engineering Program. Appendices include the text of Senate Concurrent Resolution No. 16 (1985), and 25 supplemental tables. (CW)

ED 316 431 SE 051 262

Living in Space. A Preschool Aerospace Curriculum Module.
Young Astronaut Council, Washington, DC.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 88
NOTE- 344p.
GRANT- 90-CD-0553
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Education; *Elementary School Science; Home Instruction; Instructional Materials; Interdisciplinary Approach; Parent Materials; *Preschool Curriculum; Preschool Education; *Process Education; Science Education; Science Materials; Scientific Methodology; *Space Sciences

This program is designed to be an extension of the regular curriculum providing preschool children with a firm foundation and life-long appreciation for space and space-related topics. The program delivers both classroom and at-home family activities which emphasize age-appropriate language, math, art, science, nutrition, and health concepts within a space theme. Included is a statement of goals and philosophy, and directions on the use of the curriculum extension activities. The main part of the document "Living in Space" includes 40 units (20 of which are family activity units) divided into three sections ("What's in the Sky?": "Traveling in Space"; and "Living in Space"). A storybook, "The Youngest Astronaut," which was written to relate to the materials is included in the appendixes. The format of each unit includes a description, an activity, a background note, unit elements, and materials and resources. Appendices include: (1) a play for children; (2) a statement about math and science for preschoolers; (3) a bibliography of more than 300 resources; (4) a list of NASA teacher resource centers; (5) lists of participating Head Start programs; and (6) a selection of NASA photographs. (CW)

ED 316 475 SO 020 626

King, John; Jackson, Landis
Law 20-30: Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
PUB DATE- 89
NOTE- 110p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Foreign Countries; High Schools; *Law Related Education; Resource Units; Social Studies; Teaching Methods
IDENTIFIERS- *Alberta; Canada; Legal History
Law 20, in the Alberta (Canada) educational system, is an introductory course with three core modules: (1) "Nature of Law and Civil Law System," (2) "Contract Law," and (3) "Family Law." Law 30 consists of (1) "Basic Rights and Responsibilities," (2) "Labour Law," and (3) "Property Law." Two optional modules are available in each course if it is offered for five credits. The purpose of this manual is to help teachers meet the program objectives for the Law 20-30 curriculum, revised in 1985. The manual assists with long-range planning by providing suggestions on how to select modules and with short-range planning by providing suggestions on how to sequence the topics within these modules. It outlines teaching strategies that should be implemented in the course and suggests activities, as well as ideas on how to evaluate student progress. The manual also identifies terms and provides definitions of words used in each module and lists approved and community resources. The methods suggested are based on practices used by successful and experienced educators in Alberta. (JB)

ED 316 491 SO 020 688

Backler, Alan L.
Global Geography. A Teacher's Guide.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- 88
NOTE- 64p.; Photographs may not reproduce clearly.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Enrichment; *Geography Instruction; *Global Approach; Instructional Materials; Intermediate Grades; Junior High Schools; Resource Units; Teaching Guides; Videotape Recordings; *World Geography
IDENTIFIERS- Africa; Asia; Australia; Central America; Europe; Japan; New Zealand; South America; USSR
Intended for use with grades six through nine, "Global Geography" is a series of ten 15-minute video programs that help students think their way through important issues and increase their understanding of world geography. The programs fit easily into normal classroom schedules and support the content of most existing course sequences. This guide is designed to help teachers use the video programs for their fullest possible instructional value. Each of the lessons, keyed to the video programs, contains a summary of the conceptual and thematic foundations of the video program, a summary of what appears on the screen, a glossary of key terms, and suggestions for activities before and during the program to help students understand the issues that have been introduced. In addition, each lesson includes discussion questions for use after viewing and ideas for activities with local application, so teachers can help students understand how the fundamental themes of world geography have relevance in their own communities. A list of supplementary readings and video materials is included as are reproducible handouts to go with the lessons. A fold-out correlation matrix relates each "Global Geography" program to chapters in the geography textbooks most commonly used in middle and junior high schools. Black and white photographs are included. (JB)

ED 316 522 SP 032 044

Retirement Provisions Survey. 1985-86.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Retirement; Governance; *Investment; Personnel Policy; *Retirement Benefits; *Teacher Retirement; Teacher Salaries; Teaching (Occupation)

This report summarizes the findings of the National Education Association's 1985 Retirement Provisions Survey. The survey encompasses all U.S. public retirement systems that include teachers or educational support personnel. The survey addressed all major plan administration topics including retirement eligibility provisions, benefit formulas, disability and survivor benefits, plan governance, funding status, and investment policies and performance. The six major areas given primary attention are: (1) coverage of retirement systems; (2) retirement benefit provisions; (3) eligibility for retirement benefits; (4) legislation and governance; (5) plan assets and income; and (6) investment policies. (JD)

ED 316 538 SP 032 124

Teacher Education and Certification Handbook.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 89
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Early Childhood Education; Elementary Secondary Education; Higher Education; School Personnel; Special Education; *State Standards; *Teacher Certification; *Teacher Education; *Teacher Education Programs; Vocational Education

This handbook provides information on the regulations governing teacher education and certification in the State of Oklahoma. The following areas are covered: (1) teacher education; (2) general regulations; (3) standards for approved teacher education programs; (3) early childhood education certificate program--specific requirements; (4) elementary school certificate program--specific requirements; (5) elementary-secondary school certificate programs--specific requirements; (6) secondary school certificate programs--specific requirements; (7) school service personnel certificate programs--specific requirements; (8) specialized services certificate programs; (9) vocational-technical certificate programs; (10) endorsements; (11) certificate and conversion endorsements; (12) special endorsements; (13) teacher certification. Eight appendices contain specific information for policymakers and adminstrators, e.g., states holding reciprocity contracts with Oklahoma and an alternative certification plan. (JD)

ED 316 568 TM 014 522

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
North York Board of Education, Willowdale (Ontario).
PUB DATE- 89
NOTE- 58p.; For a related document, see TM 014 523.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Annual Reports; Curriculum Evaluation; Demography; Educational Assessment; Educational Environment; Educational Facilities; *Educational Planning; Educational Quality; Elementary Education; *Elementary Schools; Elementary School Students; Elementary School Teachers; Foreign Countries; Parent Attitudes; School Community Relationship; *School Effectiveness; *School Surveys; Teacher Attitudes
IDENTIFIERS- Canada; North York Board of Education ON; *Quality Assurance

The North York Board of Education's (Ontario) Quality Assurance process ensures planning for and assessment of accomplishment at every level in the system. This report, for 1988-89, is the second Quality Assurance report to be presented to the Board. Twenty elementary schools participated in the school review portion of the study, which focused on school plans/objectives, demographics, programs planning and delivery, plant facilities, and personnel. Secondly, parents and teachers associated with 44 elementary schools were administered perception surveys focusing on curriculum; staff effectiveness; school-community relations; school facilities and climate; and system goals, practices, and beliefs. Program reviews are briefly summarized for subjects in elementary and secondary schools within the province. Results indicate that: (1) parents were generally satisfied with programming, particularly in reading, writing, listening and speaking, and physical education; (2) teachers felt that educational goals were clear, although many felt that goals were not clearly communicated to parents; and (3) teachers felt that students were provided with appropriate opportunities and experiences and monitored well. Recommendations are provided to supervisory officers who act in cooperation with principals. Eighty-six bar graphs are included. (TJH)

ED 316 312 PS 018 467

Euben, Donna; Reisman, Barbara
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
Child Care Action Campaign, New York, NY.
PUB DATE- Nov 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employers; Employer Supported Day Care; *Program Development; *Program Effectiveness; Public Policy; State Legislation; *State Programs; *Tax Credits

In its evaluation of the effectiveness of employer tax credits (ETCs), the Child Care Action Campaign (CCAC) examined quantitative data and conducted extensive interviews with over 100 public officials, corporate leaders, financial analysts, and child care advocates in the 13 states with established ETC policies. CCAC also interviewed individuals in states that have considered, but rejected, such initiatives. Findings indicate that ETCs, as currently conceived, may induce a limited pool of employers to offer some kind of child care benefit to employees. But ETCs are presently used by less than 1 percent of eligible employers and have had only a marginal effect on the supply of care. ETCs by themselves are not a panacea. Indeed, they may divert attention from more effective strategies for addressing the child care crisis. Sections of the report discuss: (1) the appeal of ETCs; (2) users of ETCs; and (3) problems with ETCs in terms of policy and corporate experience. It is concluded that ETCs must be reexamined, or they will continue to offer little to employers, employees, state child care delivery systems, and children. Appendices provide a discussion of options and trends in employer-supported child care and CCAC recommendations for a comprehensive U.S. child care policy. CCAC National Advisory Panel members are listed. About 120 references are cited. (RH)

ED 316 326 PS 018 614

Lewis, P. Helen
Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
PUB DATE- Jul 89
NOTE- 8p.; Paper presented at the Meeting on Childhood in the 21st Century (Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Art Activities; Art Education; Cognitive Ability; Curriculum Enrichment; Early Childhood Education; High Risk Students; Kindergarten; Language Acquisition; *Manipulative Materials; Preschool Education; *Student Improvement; *Teaching Methods
IDENTIFIERS- Affective Domain; *Clays; Cognitive Domain; Psychomotor Domain
This study sought to find a way to help children from educationally disadvantaged families to improve their cognitive and language abilities and thus improve their achievement in school. Specifically the study investigated the effectiveness of guided experiences with clay in promoting cognitive, affective, and language growth of educationally disadvantaged children in Columbus, Ohio schools. A total of 39 prekindergarten and kindergarten teachers were trained to teach with clay. Another 14 teachers served as controls. Teachers in the training condition were divided into groups to receive training in three teaching methods. An encouragement method, which focused on the affective domain, addressed the student's self and provided sensory feedback. An observation and discussion method, which focused on affective and cognitive domains, gave students a concept to model, addressed the self, provided sensory feedback, and helped children check perceptions against reality. A technique method, which addressed affective, cognitive, and psychomotor domains, taught children basic techniques of working with clay. A total of 326 children were randomly selected from the 53 classrooms and were tested on the effects of working with clay and of the three methods. Children were given clay to work with for 30 minutes twice a week for 16 weeks. All methods produced more cognitive, affective, and language growth in treatment groups than among controls. Children's growth increased as the number of domains addressed by intervention increased. Teachers can be trained to use the methods effectively. (RH)

ED 316 401 SE 051 225

Heid, M. Kathleen; And Others

Guidelines for the Use of Calculators in Competitions.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-286-4
PUB DATE- 89
NOTE- 30p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($9.60, 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Calculators; *Competition; Computation; Elementary School Mathematics; Elementary Secondary Education; *Extracurricular Activities; Guidelines; Mathematical Concepts; Mathematics Education; Mathematics Skills; *Mathematics Tests; *Secondary School Mathematics

Mathematics competitions are a popular extracurricular activity for students at all grade levels. This booklet outlines some of the logistical and structural issues that competition organizers, administrators, coaches, and question writers face when they incorporate calculators into their competitions. Main topics included are: (1) "Decisions about Types of Calculators in Competitions"; (2) "Structuring the Competition Format to Incorporate Calculators"; (3) "Guidelines for Competition Administrators and Coaches"; and (4) "Impact of the Calculator on the Creation of Competition Questions," providing many problem examples. (YP)

ED 316 447 SO 019 965

America in Transition: The International Frontier. Report of the Task Force on International Education.
National Governors' Association, Washington, D.C.
REPORT NO.- ISBN-1-55877-038-0
PUB DATE- 89
NOTE- 33p.
AVAILABLE FROM- National Governors' Association, 444 N. Capitol Street, Suite 250, Washington, DC 20001 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Global Approach; Government Role; Higher Education; Intercultural Communication; *International Education; *International Studies; Second Languages; *State Action

More than ever, U.S. economic well-being is intertwined with that of other countries through expanding international trade, financial markets, and investments. National security, and even world stability, depend upon U.S. understanding of and communication with other countries. Therefore, international education must be an integral part of the education of every student. This report highlights individual examples of worthy international education programs at all levels from across the country. These pockets of progress must be nurtured and expanded until they grow into a national commitment to international education. State governors must take the lead in creating an international focus for the U.S. educational system at all levels. Critical to the success of this effort will be the involvement of a broad coalition including teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community. The following objectives for state action are recommended: (1) international education must become part of the basic education of all of students; (2) more students must gain proficiency in foreign languages; (3) teachers must know more about international issues; (4) schools and teachers must be aware of the wealth of resources and materials that are available for international education; (5) all college and university graduates must be knowledgeable about the broader world and conversant in another language; (6) business and community support of international education should be increased; and (7) the business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures. A 50-item bibliography is included. (JB)

ED 316 609 UD 027 295

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.
Florida A and M Univ., Tallahassee.
PUB DATE- 86
NOTE- 165p.; For related documents, see UD 027 294-300.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; College Curriculum; *College Students; Higher Education; *School Holding Power

This document for participants comprises the agenda and abstracts of papers to be presented at the second national conference on the retention of black college students. The conference, as planned, offers 6 general sessions, 3 special sessions, 8 special activities, and 25 concurrent sessions. A total of 130 presenters from over 30 states and more than 90 institutions and agencies will present abstracts of 107 select papers. The following key topics will be explored in roundtables: (1) basic skills; (2) the freshman year; (3) articulation--the transfer student; (4) communications and reading; (5) science and mathematics; (6) general education requirements; (7) curriculum reform; (8) teacher effectiveness; (9) faculty/staff development; (10) graduate/professional studies; (11) the learning environment; (12) public policy impact; (13) coping mechanisms; (14) assessment/performance; (15) collecting retention data; (16) academic advisement/counseling; (17) student development; (18) pre-collegiate/outreach programs; (19) tutorials/special programs; and (20) non-traditional career options. The conference has been approved to award 2.1 Continuing Education Units (CEUs) through the Florida A and M University. The advertisements in the program book comprise a "Showcase of Graduate and Professional Programs" with a special interest in enrolling minority students. Biographies of the six main speakers, conference schedules, and brief abstracts of the 107 papers are included. (FMW)

ED 316 285 JC 900 146

Accountability/Flexibility, Economic Development and Work Force Preparation. Transferability.
North Carolina State Board of Community Colleges, Raleigh.; North Carolina State Board of Education, Raleigh.; North Carolina Univ., Chapel Hill. Board of Governors.
PUB DATE- 8 Mar 90
NOTE- 42p.; Discussion papers considered at the Meeting of the North Carolina Education Governing Boards (2nd, Raleigh, NC, March 8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Board of Education Policy; *College School Cooperation; College Transfer Students; Community Colleges; *Economic Development; *Intercollegiate Cooperation; Outcomes of Education; School Business Relationship; State Boards of Education; Student Attrition; Technical Education; *Transfer Policy; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina

This series of discussion papers presents the respective positions of the North Caroline State Board of Community Colleges (NCSBCC), the North Carolina State Board of Education (NCSBE), and the University of North Carolina Board of Governors (UNCBG) regarding several educational issues facing the state. The first set of papers focuses on accountability and flexibility. The NCSBBC stresses the joint responsibility of all three boards for ensuring the common goals of literacy, transferability, and the wise use of resources. The NCSBE's paper supports increased flexibility for local school systems, the Department of Public Instruction, and itself; addresses the "governance problem" in public education; and advocates national educational goals and expectations. The UNCBG focuses on the resources necessary for the support of public education and the measures needed to insure an effective and productive use of these resources. The second group of papers deals with economic development and work force preparation. The NCSBCC discusses responses to the changing marketplace, areas of mutual concern and cooperation, and strategies to field a competently trained work force. The NCSBE presents its goal of insuring that all high school graduates possess the necessary academic foundation and work and study habits to enter the work force. The UNCBG addresses the university's contributions to economic development in terms of instruction, research, and public service programs. The final set of papers deals with issues related to the transferability of education, skills, and training. The NCSBCC's discussion focuses on community colleges' articulation with high schools and universities, transfer programs, and the "tech prep" initiative. The NCSBE's concerns relate to the need of large numbers of high school graduates for remedial education at the college level, the need for adequate guidance, and dual enrollment programs. The UNCBG underscores the importance of maintaining minimum admissions requirements while increasing student flow to the university. (WBT)

ED 316 298 JC 900 168

Eley, Robert H.
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
PUB DATE- 8 Mar 90
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Court Litigation; Higher Education; *Legal Problems; Nontenured Faculty; *Politics of Education; State Colleges; State Universities; *Teacher Rights; *Tenure; Tenured Faculty; Two Year Colleges
IDENTIFIERS- *Washington
An overview is provided of the issues, procedures, and prevailing judicial rationale for faculty tenure decisions in the state of Washington. All legal cases decided in Washington and cases from other jurisdictions that have had an impact on Washington law are summarized in this digest. Each case summary consists of an introduction of issues considered by the court, notation of past legal procedures, presentation of the facts of the case, and a description of the court's holding and rationale. The first 11 cases involved Washington community college faculty. The cases focused on loss of tenure because of inability to work with others; department chairmanship as a non-tenured position; part-time faculty; contract and tenure rights; denial of tenure with no reason given; termination on the grounds that tenure procedures were inapplicable; mandatory retirement versus voluntary resignation; denial of tenure on the grounds of declining enrollment; tenured faculty layoffs due to financial emergency; denial of tenure in a case where the probationary period had been extended; and tenured faculty layoff due to a budget reduction. Cases in Washington's four-year colleges and universities focused on the loyalty oath; loss of tenure due to sexual misconduct, insubordination, and financial exigency; and denial of tenure contested on the grounds of conspiracy and sex discrimination. Related cases in other jurisdictions dealt with a teacher dismissal in Illinois, denial of tenure with no reason given in Wisconsin, and termination regardless of de facto tenure in Texas. (JMC)

ED 316 356 RC 017 388

Teacher Recruitment and Retention in Rural School Districts.
New York State School Boards Association, Albany.
PUB DATE- Aug 88
NOTE- 5p.; A brief reference list is in small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; Educational Research; Elementary Secondary Education; Interviews; Mail Surveys; Public School Teachers; Rural Areas; *Rural Schools; *School Districts; Small Schools; Superintendents; *Teacher Attitudes; Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *New York

This newsletter reports research findings from 31 rural New York school districts on teacher recruitment and retention. Of 31 superintendents interviewed in September 1987, 55% reported rising elementary enrollment; 61% had difficulty filling positions; 84% had too few applicants; and 68% reported a scarcity of appropriately certified applicants. Almost half reported particular difficulties in the areas of special education and foreign languages. Important characteristics of teacher candidates included certification (preferably multiple certification), overall quality and experience, and comfortable "fit" with the rural environment. Over half the superintendents said that unavailability of teachers had affected instructional quality in their districts. Of 63 teachers identified by their superintendents as "successful" long-term teachers, over half had chosen their current jobs because they grew up or had family in the area, thought the area was good for raising a family, or liked the general friendliness of small schools. These factors were also important in teacher retention, along with few discipline problems, administrative supportiveness, and faculty collegiality. Strategies for teacher recruitment in rural districts must recognize teachers who will be satisfied and effective in rural schools, and must raise the visibility of rural schools and attack the negative stereotype surrounding them. Suggestions for action at state, regional, and local levels and in colleges of education are noted. (SV)

ED 316 461 SO 020 517

Ferguson, Patrick
Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
PUB DATE- 10 Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (St. Louis, MO, November 10, 1989).
AVAILABLE FROM- College of Education, The University of Alabama, Tuscaloosa, Alabama 35487-0231.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; *Cognitive Style; *Critical Thinking; *Education Majors; Social Studies; *Teacher Characteristics; *Teacher Education; Teacher Education Curriculum; Teacher Educators; Teachers
IDENTIFIERS- Education Scale; Harrison Bramson Inquiry Modes Questionnaire
In order to make intelligent decisions concerning the implementation of reflectively based teacher education programs, educators need to develop a richer, more precise empirical knowledge of the cognitive abilities and orientations of prospective social studies teachers. Research suggesting inferior intellectual capabilities of the faculty and students in schools of education has focused on central tendency while neglecting range, which indicates that higher ability students are attracted to teaching. This investigation used the Harrison Bramson Inquiry Modes Questionnaire to measure the cognitive styles of prospective teachers. Five preferred styles were measured: synthesist, idealist, pragmatist, analyst, and realist. Attitudes toward educational practice were measured using the Education Scale along two dimensions: traditionalism and progressivism. Questionnaires were administered to 132 secondary education majors in social studies, English, mathematics, and science. There were no great differences among social studies majors and those in other subject fields; however, there were differences between higher and lower achieving social studies majors. Additionally, students with a progressive view of education scored higher on synthesism. In general, respondents showed no particular proclivity for specific modes of inquiry, suggesting that future research is needed. A 12-item bibliography, three figures, and four tables are included. (Author/AS)

ED 316 523 SP 032 046

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Compensation (Remuneration); *Discipline; *Educational Quality; Elementary Secondary Education; Enrollment Rate; *Federal Aid; *Public Opinion; *Teacher Attitudes; Teacher Effectiveness; *Teacher Salaries

The annual National Education Association opinion polls provide data comparing opinions held by the public and teachers on current and ongoing issues of concern to the education community. The 1987 polls focused on priorities for federal, state, and local government expenditures, on measures to improve education in the basics, and on sources of discipline problems in the schools. This year's surveys also explored opinions regarding several recommendations to ensure teacher competence, the importance of having certified teachers in every classroom, and the value of various indicators of public school performance. This report first presents highlights of the results of the survey and a description of the sample. It is organized into several sections: (1) priorities for government expenditure; (2) K-12 teacher compensation; (3) willingness to pay for increases in teachers' salaries; (4) improving the quality of education; (5) improving the quality of teaching; (6) discipline in the schools; and (7) public/private school enrollment patterns. (JD)

ED 316 554 TM 014 503

McBride, James R.
A Computerized Adaptive Mathematics Screening Test: A Pilot Study.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the California Educational Research Association (Burlingame, CA, November 16-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Elementary Education; *Elementary School Students; Eligibility; *Mathematics Achievement; Mathematics Tests; Pilot Projects; *Screening Tests; Test Use
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *San Diego Unified School District CA; *Stanford Adaptive Math Screening Test

A pilot study of a computerized adaptive test of mathematics achievement was conducted in May and June 1989 in selected schools of the San Diego Unified School District. The study evaluated the usefulness of the test for determining eligibility for Chapter 1 progress in mathematics. The test was a prototype battery of three adaptive tests: (1) Concepts of Number; (2) Computation; and (3) Applications. It was designed for Apple series computers for administration to students in grades 4 through 7. Each student took three 5-item adaptive tests. The pilot study of the developed test, the Stanford Adaptive Math Screener, involved 1,709 students; 1,504 also took the Comprehensive Test of Basic Skills for comparison. Overall, the eligibility determinations made using the two tests were in agreement in 80.5% of the 1,504 cases. Agreement varied from 78.6% in grade 5 to 82.3% in grade 7. The results indicate that, despite its short length, the Stanford Adaptive Math Screening Test is suitable for use in the San Diego Unified School District. Five tables present comparisons of the two tests. (SLD)

ED 316 583 TM 014 558

Helge, Patricia
Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
PUB DATE- Jan 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Doctoral Dissertations; *Predictor Variables; *Regression (Statistics); Researchers; Research Methodology; *Research Problems; Social Science Research
IDENTIFIERS- *Stepwise Regression; Variance (Statistical)
L. A. Marascuilo and R. C. Serlin (1988) note that stepwise regression is a method used frequently in social science research. C. Huberty (1989) characterizes such applications as being "common". In support of this latter statement, a review of dissertations by B. Thompson (1988) demonstrated that dissertation students frequently use stepwise methods in their data analyses. Unfortunately, stepwise regression can lead to serious misinterpretations of results. Three fundamental problems with traditional stepwise regression analysis are discussed in this paper. Firstly, most researchers who use "canned" computer programs do not use the correct degrees of freedom when evaluating changes in explained variance. Secondly, there is a tendency for some researchers to incorrectly interpret order of selection and entry of the "g" predictor variables as defining the "best" subset of predictors of size "g". Thirdly, some researchers incorrectly consult order of entry information to evaluate the importance of various predictor variables. A small data set is used to illustrate the difficulties with stepwise methods, and it is argued that stepwise methods should not be used by researchers when the desired outcome is accurate variable selection or ordering of variables with respect to importance. Three data tables are included. (Author/TJH)

ED 316 596 UD 027 170

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
United Federation of Teachers, New York, N.Y.
PUB DATE- 89
NOTE- 25p.
AVAILABLE FROM- American Federation of Teachers, P.O. Box 1157, Madison Square Station, New York, NY 10010 (free).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Multilingual Materials; *Parent Participation; *Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Conferences; Public Schools; Special Needs Students; Student Needs; Urban Education
IDENTIFIERS- New York (New York)

This booklet, printed in both English and Spanish, offers suggestions to parents for getting the most out of a visit to their children's schools during New York City's Open School Week. It is comprised of five sections. The first section, "The Parent/Teacher Conference," discusses the following areas: (1) questions and concerns to consider before the conference; (2) questions for the meeting with the teacher; (3) questions for parents of elementary school children; (4) questions for parents of junior high or intermediate school children; and (5) questions for parents of high school students. The second section, "The School and Classroom," encourages parents to notice school conditions and environment and suggests questions they may want to ask concerning policies, facilities, and services. The third section, "Your Child's Special Needs," lists problems and concerns that parents should discuss with teachers. The fourth section, "What Schools Offer," describes the following programs and services available from New York City public schools: (1) support services; (2) remedial programs; (3) language programs; (4) special education; (5) enrichment programs; (6) after-school programs; and (7) drug and alcohol abuse prevention programs. The fifth section, "After Your School Visit," suggests steps that parents can take to stay involved and help their children progress. (AF)

ED 316 622 UD 027 313

James, Franklin J.
Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
Tomas Rivera Center, Claremont, CA.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 8 Apr 88
NOTE- 65p.; Paper presented at a Conference on Persistent Poverty (Trinity University, San Antonio, TX, April 8, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Census Figures; *Economically Disadvantaged; Economic Factors; Family Structure; *Hispanic Americans; Lower Class; Low Income Groups; *Mexican Americans; *Poverty; Racial Segregation; Rural to Urban Migration; *Urban Problems
IDENTIFIERS- *Colorado (Denver)
This paper summarizes what can be surmised about the nature and causes of persistent poverty and how it affects Hispanics, especially Chicanos. Section 1, "Persistent Poverty among Urban Minorities: A Review of the Literature," reviews the overall literature on the subject. Both documentary literature describing persistent poverty and analytic and descriptive literature discussing the emergence of an urban underclass are considered. Section 2, "Modeling the Emergence of the Black Underclass," is an in-depth consideration of William Julius Wilson's model of the emergence of a persistently poor Black urban underclass, as presented in his book, "The Truly Disadvantaged," and of the applicability of this model to Hispanics. Factors distinguishing the experiences of Blacks and Hispanics are identified. Section 3, "The Wilson Model and Chicanos," compares data from the 1980 Census on the characteristics and situations of Blacks and Hispanics in three poor neighborhoods in Denver, Colorado. Section 4, "Conditions in Denver's Poorest Neighborhoods," discusses a profile of the overall population at risk of persistent poverty in the Denver metropolitan area. This profile suggests significant differences in the etiology of persistent poverty among Blacks, Hispanics, and non-Hispanic Whites. Six graphs and 12 tables are included, along with one figure. A list of 40 references is also included. A table of the number of underclass behaviors exhibited among minorities in individual Census tracts is appended. (JS)

ED 316 635 UD 027 340

Gonzalez, Diana H.
Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 9 May 80
NOTE- 15p.; Paper presented at the Annual Meeting of the Car bbean Studies Association (5th, Curacao, Netherlands Antilles, May 9, 1980).
GRANT- RO1-DA-02320-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Coping; *Cubans; Culture Conflict; *Drug Abuse; Employment Level; *Females; Hispanic Americans; *Immigrants; Interviews; Questionnaires; Refugees; Sedatives; *Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *Florida (Miami); Health Behavior
This paper reports on Cuban women living in Miami (Florida) and their adaptation to life in exile. It includes an examination of health care practices, particularly the practice of self-diagnosis and self-prescription of minor tranquilizers as coping behaviors for dealing with acculturation and culture shock. Data were gathered from questionnaires and interviews conducted among 100 women during a 2-year period in 1979-1980. The literature on stress, mental illness, and the widespread incidence of minor tranquilizer use among Cubans in Miami indicates that acculturation and political exile continue to exert strain on the family. Emigration and its accompanying sense of loss, isolation, and uprootedness are deeply felt by many first-generation Cubans. Barriers of language, job transference, and the realization of long struggles ahead increase psychological tension, thereby precipitating a greater incidence of stress reactions, neurotic symptomology, and depression compared with non-immigrant groups. This study indicates that prescription drug use among Cuban women in Miami is an adaptive strategy for dealing with stress in exile. Increased self-diagnosis of nervousness and self-prescription practices form part of the array of sociocultural adaptations that Cuban exiles use to deal with problems of adjustment. The paper includes 16 references. (AF)

ED 316 342 PS 018 636

PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
National PTA, Chicago, Ill.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Background; Check Lists; *Day Care; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; *Selection

This PTA report on child care in the 1990s offers advice to parents who face the dilemma of finding appropriate child care. Contents focus on: (1) America's child care crisis; (2) assessment of options; (3) a checklist on what to look for in a day care center; and (4) ways employers can help deal with the child care crisis. Included is a PTA research questionnaire on attitudes toward the National PTA's Childcare Reports. (RH)

ED 316 385 SE 051 187

Hendrickson, A. Dean
Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 131p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Home Instruction; *Kindergarten; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. Background material for parents is provided. Some underlying principles for teaching mathematics meaningfully are listed. End-of-the-year assessment material is presented. A total of 44 activities on the following concepts and skills are included: (1) comparing; (2) sorting; (3) ordering; (4) working with patterns; (5) number concept; and (6) arithmetic operations. Songs and verses for kindergarten children are provided. (YP)

ED 316 402 SE 051 226

Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
North Carolina State Dept. of Public Instruction, Div. of Accountability.
PUB DATE- 89
NOTE- 93p.; For related documents, see SE 051 227-228.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Algebra; Educational Assessment; High Schools; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; State Surveys; Statistical Data; *Student Evaluation
IDENTIFIERS- *North Carolina

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report describes: (1) "Characteristics of Algebra I Students"; (2) "Student Performance on the Core Test"; (3) "Combining Performance and Participation: Yield and Effective Yield"; (4) "Anticipated Final Grades and Scores on the Core Test"; and (5) "Average Performance on the Curriculum Test." Each Algebra I student took a test containing 60 common or core items and one of five different sets of 35 items during the final days of the school year. The average core score was 39.8, or 66.4 percent correct. Performance on the core test differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Algebra I in the eighth grade had higher average scores than students at any other grade level. Performance and participation rates in educational regions and public school systems, and state percentile tables for 1986-1989 are provided in the appendices. (YP)

ED 316 417 SE 051 248

King, Candace; Collarini, Cheryl
Career Guidance Ideabook.
Society of Women Engineers, New York, N.Y.
SPONS. AGENCY- General Motors Corp., Detroit, Mich.
PUB DATE- 88
NOTE- 157p.
AVAILABLE FROM- Society of Women Engineers, National Headquarters, United Engineering Center, 345 East 47th Street, New York, NY 10017 (contact for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Awareness; *Career Education; Career Exploration; *Career Guidance; Elementary School Science; Elementary Secondary Education; *Engineering Education; *Females; Role Models; *Science Careers; Science Education; *Secondary School Science; Vocational Interests
The Society of Women Engineers (SWE) is a nationally based, non-profit organization dedicated to encouraging women to pursue careers in the field of engineering. The specific objectives include informing young women of the achievements, qualifications and opportunities open to them; assisting women engineers in returning to active employment after temporary retirement; encouraging high levels of achievement in education and their profession; and serving as a center of information on women in engineering. Many thousands of volunteer hours are spent by members every year to implement this important task. This Ideabook was created to share career guidance ideas between SWE sections to help improve and build career guidance programs. The book is divided into six chapters: (1) "Basic Programs"; (2) "Outreach Programs"; (3) "Student Sections"; (4) "Scholarships"; (5) "Fund Raising"; and (6) "National Committee." Each chapter includes basic information about the chapter topic and a series of attachments which include forms, surveys, and examples of materials used by other sections. (CW)

ED 316 432 SE 051 263

Clayton, Gypsy Abbott; And Others
Successful Mathematics Teaching for Middle-School Grades.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 169p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Computer Assisted Instruction; *Diagnostic Teaching; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Mathematics Teachers; *Middle Schools; *Problem Solving; Secondary Education; *Secondary School Mathematics
Several competencies and instructional strategies necessary to accommodate the changing role of teachers of mathematics at middle-school level are described. Also provided are teacher-generated and teacher-tested instructional activities that can be used to facilitate student success in learning mathematical concepts. After describing the competencies of a successful mathematics teacher, strategies associated with successful teaching are discussed. The strategies included are: (1) time management; (2) framing instruction in a problem-solving format; (3) teaching estimation skills and mental computation; and (4) use of technology such as computers and calculators. Errors typically made by middle-school students, a hypothetical diagnosis of each error, and an instructional strategy are presented. Forty-two activities for students and teachers are provided. Sixty-eight references are listed. A model lesson description and examples are appended. (YP)

ED 316 476 SO 020 631

Antoniuk, Howard; And Others
Social Studies Grades 4-6: Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
PUB DATE- 89
NOTE- 384p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Guides; Foreign Countries; Grade 4; Grade 5; Grade 6; Intermediate Grades; Lesson Plans; *Resource Units; *Social Studies; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Alberta
Designed to be used in conjunction with the Alberta (Canada) Social Studies Program of Studies, this color coded resource manual provides practical suggestions for teachers. It is organized in five sections. The first section presents the goals and objectives of the program, sample models for problem solving and decision making, and an outline of course content for grades four through six. The second section offers suggestions for planning instruction and includes sample skill development charts and lesson planning sheets. Section three covers strategies and activities, including group work, writing reports, brainstorming, learning centers, role playing, cooperative learning, interviews, field studies, and parent/community involvement. The fourth section deals with evaluation and includes sample checklists, quizzes, and other forms for use in evaluating student comprehension. Section five, the bulk of the document, consists of sample units for each of three topics in grades four through six. An appendix provides a list of regional and urban film centers. (JB)

ED 316 506 SP 031 905

Jacobs, Heidi Hayes, Ed.
Interdisciplinary Curriculum: Design and Implementation.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-165-8
PUB DATE- 89
NOTE- 99p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314 ($13.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Fused Curriculum; *Integrated Curriculum; *Interdisciplinary Approach; Program Effectiveness; Unified Studies Curriculum
This document describes a variety of curriculum integration options ranging from concurrent teaching of related subjects to fusion of curriculum focus to residential study focusing on daily living; from 2-week units to year-long courses. Suggestions are offered for choosing proper criteria for successful curriculum integration, dealing with the attitudes of key individuals and groups; and establishing validity. A step-by-step approach to integration is presented, proceeding from selection of an organizing center to a scope and sequence of guiding questions to a matrix of activities for developing integrated units of study. A distinction is made between curriculum-content and metacurriculum--those learning skills helpful in acquiring the curriculum content being taught and in developing the capacity to think and learn independently. The book illuminates the value of higher-order thinking and learning skills and provides a vehicle for their integration into curriculum. (JD)

ED 316 539 SP 032 127

Herbster, Douglas; And Others
Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Higher Education; *Mentors; Preservice Teacher Education; *Social Support Groups; *Student Teachers; Teacher Characteristics; Teacher Role
Student teachers at Montana State University are exposed to the elementary techniques of mentoring and networking in the educational environment. This paper discusses the benefits of the program and explains the process of initiating an individual's own mentorship program. The paper lists attributes of a good mentor, offers advice on choosing a mentor, and notes rewards for being a mentor. The section on networking includes guidelines for building a network of people who can be of help in changing jobs or careers, improving job performance in the present career, or advancing in the present career. It is pointed out that the three vital parts to good networking are visibility, familiarity, and image. Suggestions are made on how to develop in these areas. (JD)

ED 316 371 RC 017 408

After the Harvest: The Plight of Older Farmworkers.
American Association of Retired Persons, Washington, D.C.; Housing Assistance Council.
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- American Association of Retired Persons, Fulfillment Section, 1909 K St. N.W., Washington, DC 20049 (Stock No. D12896, free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Laborers; Farm Labor; *Migrant Housing; *Migrant Problems; *Migrant Programs; Migrant Workers; *Older Adults; Poverty; Rural Areas; Rural Education; Rural Population; State Programs

Many farmworkers are faced with serious problems such as toxic drinking water, malnutrition, low levels of education and income, and poor health care. Based on statistical review, social surveys, and case studies, this document describes older farmworkers' living conditions, focusing on their housing problems. For many, housing is a luxury item and decent housing is often inconceivable. The housing problems faced by older farmworkers are complicated by a host of other problems. No programs were designed specifically by state governments to provide housing and other benefits to older farmworkers, and very few programs are developed for the general older population. The problems of elderly farmworkers relate directly to the problems of all older persons in general, as well as to the entire farmworkers community. The answer to providing decent housing to older farmworkers, therefore, lies in gaining a better understanding of how their problems relate to those of all farmworkers, and how these problems can be solved collectively. The following advocacy initiatives are recommended: (1) media exposure to the situation; (2) state and local policymakers awareness of the situation; (3) provision of technical assistance to build housing; (4) financial support on the public and private levels; (5) consideration for owner-occupied housing; (6) a conference of experts and advocates to exchange information and ideas; and (7) provision of health care and extended health care eligibility. This document contains 45 references, 27 data tables, and sample housing assistance forms. (ALL/GGH)

ED 316 492 SO 020 691

Beach, Waldo, Ed.
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
North Carolina Univ., Chapel Hill. Program in the Humanities and Human Values.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 85p.
AVAILABLE FROM- Church, State and the First Amendment: A North Carolina Dialogue, 209 Abernethy Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Freedom; Civil Liberties; *Constitutional Law; Court Litigation; Creationism; Ethics; *Government School Relationship; Humanism; Politics of Education; *Religion; *Religious Factors; School Prayer; *State Church Separation
IDENTIFIERS- *First Amendment

This anthology is one of four collections of background readings on church-state issues that comprise "Church, State and the First Amendment: A North Carolina Dialogue." These anthologies are designed to provide primary materials through which North Carolinians can better understand the religion clause of the First Amendment. Volume 4 of the series includes readings on the school prayer controversy, the creationism-evolution debate, the "humanism"-in-the-schools dispute, and government regulation of religious schools. There are seven chapters, each with an introduction and a number of readings, followed by questions for discussion. A 14-item bibliography is included. (AS)

ED 316 569 TM 014 523

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Aug 89
NOTE- 43p.; For a related document, see TM 014 522.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Classroom Observation Techniques; Curriculum Evaluation; Demography; *Educational Assessment; Educational Environment; Educational Facilities; Educational Planning; Educational Quality; Elementary Education; *Elementary Schools; Elementary School Students; Elementary School Teachers; *Evaluation Methods; Foreign Countries; Parent Attitudes; School Community Relationship; *School Effectiveness; *School Surveys; Teacher Attitudes
IDENTIFIERS- Canada; North York Board of Education ON; *Quality Assurance

An overview of the elementary school review process used in North York (Ontario) is provided. School reviews, which are part of North York's Quality Assurance program, were piloted during 1987-88, when each family of schools' assistant superintendent identified one school to participate in a school review. The aim of the reviews was to collect data to recognize staff accomplishments and to help principals and staffs improve their school programs. A review committee was formed of representatives from each of the Federations, the Principals' Associations, and Educational Research and Evaluation Services. The 1987-88 review focused on the school plan, students, programs, and plant and facilities. During 1988-89, 20 elementary schools participated in the review. Ongoing advisory committees were formed for each school, and a team of supervisory officers conducted each school review during minimum 3-day visits. Teams conducted individual and group reviews with staff and administrators as well as parents and students, observed classroom activities and school facilities, and administered surveys to parents and teachers. Each team presented a report to the advisory committee, and the committee and principal developed an appropriate action plan. Guidelines for assistant superintendents and principals and objectives and topics of discussion of 1988-89 reviews are included. The parent and teacher surveys are included. (TJH)

ED 316 610 UD 027 296

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
Florida A and M Univ., Tallahassee.
PUB DATE- 86
NOTE- 215p.; For related documents, see UD 027 294-300.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; College Curriculum; *College Students; Higher Education; *School Holding Power; *Student Attitudes

This document comprises the proceesings of the second national conference on the retention of black college students. The conference was comprised of 5 general sessions, 8 special activity sessions, and 25 concurrent sessions. A total of 114 presenters from 29 states and 81 institutions and agencies delivered 112 scholarly papers. The following key topics were explored in roundtables: (1) basic skills; (2) the freshman year; (3) articulation--the transfer student; (4) communications and reading; (5) science and mathematics; (6) general education requirements; (7) curriculum reform; (8) teacher effectiveness; (9) faculty/staff development; (10) graduate/professional studies; (11) the learning environment; (12) public policy impact; (13) coping mechanisms; (14) assessment/performance; (15) collecting retention data; (16) academic advisement/counseling; (17) student development; (18) pre-collegiate/outreach programs; (19) tutorials/special programs; and (20) non-traditional career options. Special activities included student rap sessions featuring student leaders from several colleges and universities. Abstracts of the five main speeches and the conference papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

ED 316 299 JC 900 169

Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; Expenditures; *Financial Support; Full Time Equivalency; Income; Operating Expenses; State Surveys; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Virginia

Extracted from statewide annual reports from 1986-87, 1987-88, and 1988-89, this collection of tables presents selected data on the Virginia Community College System (VCCS). Following a directory of the colleges, their presidents, and their locations, financial and enrollment information are provided. Selected data include: (1) net funds available were $215,692,107 in 1986-87, $233,759,395 in 1987-88, and $259,027,254 in 1988-89; (2) current operating expenditures were $255,530,760 in 1988-89, including $124,431,521 for instruction, $290,460 for public service, $28,002,876 for academic support, and $18,197,565 for student services; (3) in 1988-89, 204,493 people were served by the VCCS, down from 221,325 in 1987-88 and 268,566 in 1986-87; and (4) throughout the three-year period, state appropriations represented approximately 70% of the colleges' revenues, tuition and fees between 22% and 23%, and federal and private grants between 4% and 5%. (JMC)

ED 316 313 PS 018 489

Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-36-4
PUB DATE- Mar 89
NOTE- 45p.
AVAILABLE FROM- Ford Foundation, Office of Communications, 320 East 43 Street, New York, NY 10017 (free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Information Services; *Community Services; *Early Childhood Education; *Educational Quality; Family Programs; *Financial Support; *Philanthropic Foundations; Public Schools; Referral; School Business Relationship; Social Support Groups
IDENTIFIERS- *Ford Foundation
This program paper discusses the growing need for early childhood services, describes public and private efforts to address the issue, and outlines related plans of the Ford Foundation in 1989. After describing changes in the work force and benefits of child care programs, contents focus on: (1) programs parents now use; (2) present funding patterns; (3) the quality of services; (4) the supply of services, regarding the schools, private-public partnerships, family support services, and resource and referral agencies; (5) past support of the Ford Foundation; and (6) proposed Ford Foundation funding. The foundation's funding plan consists of three main components, which will be implemented over a 3- to 5-year period. The first entails support for research, policy analysis, and information dissemination to assist policy and program development at the national, state, and local levels. The second funds the design, implementation, and evaluation of demonstration projects aimed at increasing the supply of family day care for infants and toddlers. The third involves support for the development, implementation, and evaluation of training to enhance the quality of all types of programs. Each component is discussed. A total of 35 references are cited, and 41 Ford Foundation grants for early childhood programs from 1983 through 1988 are listed, by grantee, title (including duration and starting date), and amount. (RH)

ED 316 327 PS 018 615

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
Vermont State Dept. of Social and Rehabilitative Services, Waterbury. Child Care Services Div.
PUB DATE- 26 Oct 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Costs; *Day Care Centers; Early Childhood Education; *Financial Support; *Fringe Benefits; *Salaries; State Surveys; *Work Environment
IDENTIFIERS- *Vermont

In the summer of 1989, a survey of salary, benefits, and working conditions in Vermont's licensed child care centers was conducted. Data were collected with the amended Child Care Employee Project of California survey instrument. A total of 131 programs at 135 facilities responded, producing a response rate of 40.4 percent. The data analysis covers only the 94 centers reporting that they were open more than 48 weeks a year. These centers employ 640 staff caring for 2,914 children. This represents about one-third off all children cared for in licensed child care centers in Vermont. Sections of the report concern characteristics of reporting child care centers, wages, working conditions and benefits, staffing and turnover, reasons for staff turnover, miscellaneous findings, training needs, and responses to open-ended questions about centers' most pressing problems. (RH)

ED 316 343 PS 018 637

Gerecke, Katie, Ed.; Ewing, Bill, Ed.
A Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
Pomona Unified School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Jan 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Programs; *Developmental Programs; Elementary Education; *Enrichment Activities; Preschool Education; Program Descriptions; School Districts; *Services
IDENTIFIERS- *Pomona Unified School District; *Program Characteristics
The child development programs of the Pomona Unified School District in California are described. The district's program provides child care and development services to about 1,050 children at 16 locations. Some child care services for children from 6 weeks to 14 years of age are offered from 6 a.m. until midnight, and until 6 p.m. on weekends, 7 days a week throughout the year. General background information is followed by descriptive materials on programming and curriculum, administration and staffing, and funding. Brief profiles of Head Start and State Preschool programs, the School Age Parenting and Infant Development Program, Center-Based Preschool and School Age Programs, the Care of Mildly Ill Children Program, School Age Community Care/Latchkey Services, the Child Care Food Program, the Resource and Referral Agency, the Gain Program for Aid to Families with Dependent Children (AFDC) recipients participating in job training, the Child Protective Care/Respite Care Program for families under high stress, and the Alternative Payment Plan. Brief descriptions of centers in the Child Development Program are also included. (RH)

ED 316 357 RC 017 389

Brose, Linda
Involving Native Nursing Students in Their Own Learning.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; Foreign Countries; Higher Education; *Humanistic Education; *Learning Strategies; *Nontraditional Students; *Nursing Education; Performance Contracts; Teaching Methods
IDENTIFIERS- *Active Learning
This paper describes the first year of a 2-year Diploma Nursing Program for American Indians that incorporated a humanistic learning component. The program was offered by the Saskatchewan Institute of Applied Science and Technology, Kelsey Campus, and was delivered off-site in North Battleford, Saskatchewan. Humanistic practices were introduced to create an effective classroom learning environment. Climate setting involved asking students to think about positive and negative learning experiences in their lives and to identify key features in these experiences. Active learning was promoted by emphasizing open communication, mutual respect, student cooperation, and the instructor's role as facilitator. Teaching units were developed into feedback lecture modules involving considerable group discussion. Self-directed learning was implemented through a learning contract that focused on mutual planning, self-diagnosis of learning needs, goal setting, determining learning strategies and resources, and providing objective evidence of accomplishment. The 20 nursing students resisted taking responsibility for their own learning initially, but became involved when they saw direct application of their own ideas. Without exception, students commented favorably on the learning atmosphere. They showed improvement in reading and writing skills, communication skills used in discussion, and self-esteem and confidence. Moreover, the attrition rate after 8 months was zero. (SV)

ED 316 448 SO 020 115

Bartlett, Robin L.; King, Paul G.
Teaching Economics as a Laboratory Science.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 12 May 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Economics Association (Lake Tahoe, NV, June 18-22, 1989).
GRANT- CSI-8750174; G008730437
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computers; *Computer Simulation; Computer Software; Economics; *Economics Education; Educational Technology; Electronic Classrooms; *Experiments; Higher Education; Instructional Effectiveness; *Learning Laboratories; *Teaching Methods
IDENTIFIERS- Denison University OH; Economics Instruction
The techniques used for teaching college economics have remained relatively unchanged over the past few decades. These techniques do not give the students an opportunity to apply, to develop, or to practice the economic theory they read about and hear in lectures. They tend to reinforce student assumptions about the subject's "givenness" and de-emphasize the discipline's dynamic nature. The recent revolution in micro technology and the availability of software have teachers of economics with an opportunity to let students in on the work of their profession, that is, "doing" economics. A computer laboratory provides students with a space within which to work closely with their professor or a graduate student. The increased availability of the instructor and the increased interaction with the material can help students learn more and learn more effectively. Even at the undergraduate level science can be exciting when both anticipated and unanticipated results arise during the experimentation process. Since undergraduate would-be economists rarely experiment, the thrill that comes with discovery is missing. Only by adopting a lecture/laboratory format can theoretical knowledge and experimental discovery be brought together to enhance student learning. This type of approach is being tried at Denison University (Ohio). A 51-item bibliography is included. (JB)

ED 316 462 SO 020 534

Turner, Mary Jane
Education for Democracy in the United States: Post Sputnik to 1970.
PUB DATE- 30 Sep 89
NOTE- 25p.; Paper presented at the Conference on the Development of Democracy after World War II (Federal Republic of Germany, September 24-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Development; *Democracy; *Educational Change; Educational History; *Educational Trends; Instructional Materials; Material Development; Political Attitudes; Political Science; Secondary Education; Social Studies
It is difficult to attempt to assess citizenship and political education in the United States over time or even at one point in time. The country is huge, culturally and politically diverse, and educational decision making is highly decentralized. Thus, to determine exactly what is being taught in the name of political education is not easy. Social studies has traditionally been assigned the responsibility for teaching citizenship, but not all social studies professionals agree about how to achieve this grand purpose. The goals, content, and methodology of political education in the United States are equally diffuse and complex. Because of the complexities inherent in the topic, this paper examined a limited set of issues: (1) who or what was considered a good citizen in the 1960s; (2) dominant course patterns in the schools; (3) criticisms of education leading to reform; (4) political education in the new social studies; and (5) the reactions, impact, and utilization of the new materials. The analysis focused primarily on secondary-level instruction. Four tables are included. (JB)

ED 316 507 SP 031 906

Lang, H. R.; Hromyk, W.
Professional Development: Preservice to Inservice.
PUB DATE- 89
NOTE- 24p.; Paper presented at the Annual Conference of the Western Canadian Association for Student Teaching (Calgary, Alberta, Canada, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Helping Relationship; Inservice Teacher Education; *Microteaching; Preservice Teacher Education; *Professional Development; Student Journals; Teacher Effectiveness; *Teaching Methods; *Theory Practice Relationship
This paper discusses the need for continuous personal professional development, the University of Regina (Canada) approach to professional development, planning for improvement, and sources of feedback on professional improvement attempts. The process involves three components. The first is a supervisory or conferencing procedure that has student pairs (or teams) conference prior to a lesson about the target (competency or method) to be attempted, collection of data about a professional target during the lesson, and debriefing after the lesson about pupil learnings and the student teacher's growth with respect to the professional target. The second component uses a helping (facilitating and supportive but nonjudgmental) frame of reference during the conferencing. Finally, the actual practice of specific targets, using a cycle of theory presentation and modeling, reflection, practice through microteaching, reflection, and practice in a school classroom, and reflection. To facilitate reflection, participants write frequent entries in professional journals, recording personal professional growth. The appendix presents suggested steps for practicing the target in the microteaching lab, and guidelines for keeping a professional journal. (JD)

ED 316 524 SP 032 048

Conditions & Resources of Teaching. A Special Report by NEA.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 86p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Change Strategies; *Delivery Systems; *Economic Factors; Educational Environment; Elementary Secondary Education; Participative Decision Making; *Resource Allocation; *Teaching Conditions
IDENTIFIERS- Conditions and Resources of Teaching Survey

Essays by education policy analysts discuss results of the 1985 NEA Conditions and Resources of Teaching (CART) survey, including an overview and appraisal of the survey results, their relation to other similar studies, and the potential for and projected costs of change in the allocation of resources for teachers. The first paper, by Samuel B. Bacharach and his colleagues (Scott C. Bauer and Joseph B. Shedd), offers an overview and appraisal of the CART survey by the research team intimately involved in the survey's preparation and evolution. The second paper, by Susan J. Rosenholtz, places the CART survey in the context of related scholarly literature. It is noted that the CART survey reinforces a conclusion reached independently by many other researchers: The social and organizational conditions in today's schools create many of the problems that undermine quality education. In the third paper, Charles S. Benson states that these conditions can be changed, and proposes a step-by-step plan designed to accomplish needed changes. The final paper, by E. Gareth Hoachlander, addresses the educational reform question regarding the economic ramifications of reform and provides examples of alternative strategies. The report concludes with an appendix that presents the survey's numerical data. (JD)

ED 316 540 SP 032 128

Van Scoy, Irma J.
Reverse Practicum: Children as Teachers in the College Classroom.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Childhood Education; *Educational Games; Higher Education; Preservice Teacher Education; *Teacher Education Programs; *Teaching Methods; *Theory Practice Relationship
A project was designed to achieve the following objectives: (1) to give early childhood teacher education students an opportunity to become familiar with the use of skill-building interactive games and materials, work with primary age children and observe their general abilities, and observe and evaluate a demonstration lesson; (2) to help children develop a variety of mathematics and language skills and develop positive self-esteem as they serve as the "experts" by teaching college students how to use a variety of language arts and mathematics materials; and (3) to support primary teachers by providing both professional development opportunities and teaching assistance for their classrooms. During the project, a graduate assistant visited a first grade classroom to introduce a variety of interactive games and materials to the children. At the end of the 6-week period, the children and their teacher met with an education methods class in which the children taught the college students how to use the materials. Reactions and observations of the college students and the children are reported. A summary of observational data collected during the demonstration lesson, and two survey instruments are attached. (JD)

ED 316 555 TM 014 505

Boccia, Judith A.
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Graduate Surveys; Inservice Teacher Education; Noninstructional Responsibility; *Professional Development; Public School Teachers; Questionnaires; Secondary Education; *Secondary School Teachers; Social Support Groups; *Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; Teacher Orientation
IDENTIFIERS- *Concerns Analysis; *University of Lowell MA
To develop a support program for its recent graduates, the University of Lowell (Massachusetts) surveyed those who had completed the teacher certification program since 1985. Focus was on determining: (1) instructional concerns of beginning teachers; (2) their non-instructional concerns; (3) what help they wanted; (4) nature and extent of orientation given beginning teachers; and (5) support available on the job. An attempt was made to relate the findings to respondents' characteristics. The 197-item survey questionnaire was sent to 71 secondary certification graduates. Completed questionnaires were returned by 32 of the original sample. Most respondents were first- and second-year teachers who taught primarily in Massachusetts and New Hampshire public high schools or junior high/middle schools. The range of professional concerns of these recent graduates was diverse but generally consistent with the findings of other studies, although respondents had many moderate to high classroom concerns. Respondents also were concerned about understanding the contextual norms for their schools and communities. Beginning teachers reported successes in many of the same areas in which they reported concerns, perhaps an indication of commitment to continued professional growth. Respondents were interested in professional assistance targeted toward them. Implications for teacher education are discussed. Four tables containing teacher characteristics and response data are provided. (SLD)

ED 316 584 TM 014 561

Tucker, Mary L.
A Compendium of Textbook Views on Planned versus Post Hoc Tests.
PUB DATE- 25 Jan 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Graduate Study; Higher Education; Literature Reviews; *Research Methodology; *Statistical Significance; *Textbook Content
IDENTIFIERS- *A Priori Tests; Multiple Comparisons; *Post Hoc Methods; Power (Statistics)
This paper focuses on two methods of performing multiple comparisons (post hoc or unplanned versus a priori or planned) for determining exactly where statistically significant results arise when there are more than "k equals two" groups. Textbook views and recommendations regarding the use of these two types of multiple comparisons are summarized. Analysis of variance (ANOVA) and related methods remain popular, although other methods are sometimes more useful and although the frequency of use of these methods in published research is declining. Researchers conducting an ANOVA frequently conduct unplanned or post hoc tests to determine exactly where statistically significant group differences actually arise. Various methodologists have referred to this practice as "fishing", "milking", or "data snooping". It is widely known that planned multiple comparisons have greater statistical power than do unplanned multiple comparisons. Secondly, and more importantly, planned comparisons tend to make the researcher think in advance. Graduate study in statistics should reflect the importance of planned versus post hoc statistical design. In addition, there is a need for further investigation of current statistics textbooks being used in the different schools of education, business, and the behavioral sciences to determine if the issue of planned versus post hoc tests is being adequately addressed in instructional materials. A 63-item list of references, 4 data tables, and a list of selected computer control cards are included. (TJH)

ED 316 597 UD 027 177

Johnson, Clifford M.; And Others
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
Children's Defense Fund, Washington, D.C.; Northeastern Univ., Boston, Mass. Center for Labor Market Studies.
SPONS. AGENCY- Aetna Life and Casualty, Hartford, Conn.; Ford Foundation, New York, N.Y.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
REPORT NO.- ISBN-938008-65-X
PUB DATE- 88
NOTE- 86p.; For related document, see UD 027 178.
AVAILABLE FROM- Children's Defense Fund/YFR, 122 C Street, NW, Washington, DC 20001 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Census Figures; *Children; Economic Status; Ethnic Groups; *Family Characteristics; Family Health; *Family Income; *Heads of Households; Health Care Costs; Health Insurance; Housing; Labor Market; Low Income; *Poverty; Racial Factors; *Young Adults
This report describes the current status of families headed by persons under age 30, and compares the economic well-being of the current generation of young families in 1986 with that of the preceding generation in 1973. An analysis of the widening gaps between young families with and without children, between young families headed by persons with the least and most education, and between younger and older families is also included. Chapter 1 provides an overview of the problems that young families face and recommendations for how to improve their situations. Chapter 2 provides a profile of young families. Chapter 3, "The Growing Economic Plight of Young Families," covers the following topics: (1) "Earnings of Heads of Young Families"; (2) "The Incomes of Young Families"; (3) "Income Distribution among Young Families"; and (4) "Poverty among Young Families." Chapter 4, "Special Analyses for Selected Groups of Young Families," covers the following topics: (1) "Young Families by Race/Ethnic Group"; (2) "Family Structure: Married Couples and Single Parents"; (3) "Very Young Families"; and (4) "Young Families That Don't Live on Their Own." Chapter 5, "Some Consequences of Falling Earnings and Inadequate Incomes Among Young Families," covers the following topics: (1) "Home Ownership and Rental Costs"; and (2) "Health Insurance and Health Care." Chapter 6 provides regional data on young families' income levels. Thirty-three tables and 22 figures are included. Notes on the data in this report are included. (JS)

ED 316 636 UD 027 347

What Students Need To Know. Urban League National Education Institute Tool Box.
National Urban League, Inc., New York, N.Y. Education Div.
SPONS. AGENCY- College Board, New York, NY.
PUB DATE- Jun 89
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Planning; *Curriculum; Educational Testing; Elementary Secondary Education; Homework; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Workshops; Program Guides; Resource Materials

This manual was designed to provide a resource and planning guide for community involvement in education and for conducting parent education workshops. Early parent involvement and the interrelationship between career decisions, course selections in school, and academic performance is emphasized. Part 1, "Information for Parents," discusses ways that parents and other community members can become involved in education, and presents information that citizens should know about academic competencies, career planning, and the reasons for and uses of testing in the educational process. Part 2, "Subjects Students Should Study," presents information about the basic academic competencies students should master and the subjects they should take in high school and why they should take them. The subjects are: (1) the Arts; (2) Foreign Language; (3) Mathematics; (4) English; (5) Science; and (6) Social Studies. Each section outlines the following information: (1) subject area content; (2) goals; (3) relationship to other subject areas; and (4) background information. Part 2 also offers guidance to parents on how they can supplement classroom instruction with activities in the home and community. Part 3, "Planning and Conducting a Parent/Community Workshop," gives information on planning and conducting workshops to help parents and others develop the knowledge and skills they need to become involved effectively in education. Part 4, "Resource Materials," consists of additional information on helping with homework and test preparation, and includes a partial list of organizations that can be contacted for help, free or inexpensive materials for use in the home, reading materials for children of all ages, and information about college admissions. Appendixes provide: (1) additional information on tests; (2) a suggested agenda for parent/community workshops; (3) a workshop evaluation form; and (4) an 18-item selected bibliography. (FMW)

ED 316 286 JC 900 147

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Education, Raleigh.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; *Articulation (Education); *College School Cooperation; Community Colleges; *Educational Legislation; High Schools; Policy Formation; Program Descriptions; Program Guides; *Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina

Prepared as a guide to assist local educational agencies and community colleges in North Carolina in developing articulation arrangements, this handbook contains program descriptions, departmental policies regarding coordinated programming, descriptions of eligible courses and students, the rules and regulations governing the implementation of programs, copies of required forms, descriptions of articulated program concepts, and other related materials. Section I offers a justification for high school-college articulation and describes the responses of the Federal Government, the state government, and various state and local agencies to the need for articulation. Section II explains several articulated program models, including college advancement programs, advanced vocational studies, and tech-prep programs. Section III deals with the purposes of and policies affecting cooperative programs, focusing particularly on Huskins Bill programs and dual/concurrent enrollment programs and policies governing student and course eligibility. Section IV outlines the requirements for program administration, including information on the planning process, the program approval process, and reporting stages. Section V responds to frequently asked questions regarding cooperative programs. Appendixes provide pertinent legislation, definitions, the North Carolina Administrative Code, articulation agreement forms, and exceptions for tuition and committee membership. (JMC)

ED 316 386 SE 051 188

Hendrickson, A. Dean
Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 219p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 189 contains the worksheets for the Level One program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 1; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. Background material for parents is provided. Some underlying principles in teaching mathematics meaningfully are listed. Assessment record sheets are provided. A total of 61 lesson plans covering the following topics are included: (1) number concept; (2) number operation; (3) place value; (4) problem solving; and (5) measurement. (YP)

ED 316 403 SE 051 227

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
North Carolina State Dept. of Public Instruction, Div. of Accountability.
PUB DATE- 89
NOTE- 84p.; For related documents, see SE 051 226-228.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Algebra; Educational Assessment; High Schools; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; State Surveys; Statistical Data; *Student Evaluation
IDENTIFIERS- *North Carolina

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report describes: (1) "Characteristics of Algebra II Students"; (2) "Student Performance on the Core Test"; (3) "Combining Performance and Participation: Yield and Effective Yield"; (4) "Anticipated Final Grades and Scores on the Core Test"; and (5) "Average Performance on the Curriculum Test." Each Algebra II student took one of four statistically equivalent 56-item tests during the final days of the school year. The average score was 37.6, or 67.2 percent correct. Performance on the core test differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Algebra II in the tenth grade had higher average scores than students at any other grade level. Performance and participation rates in educational regions and public school systems, and state percentile tables for 1988-1989 are provided in the appendices. (YP)

ED 316 418 SE 051 249

Yoon, Bokhee; And Others
Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 33p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Course Content; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Mathematics Tests; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *California
The basic rationale for incorporating information about instructional experiences in the design and analysis of assessment data is that student ability, topic exposure, and forms of instructional exposure each contribute to student performance as measured at a given point in time. The purpose of this study is to investigate the degree of consistency of teachers' content coverage reports with logical expectations about the contents of a course with a given title for two consecutive years and to detect the effects of content coverage by comparing student performance patterns associated with teachers' reports of content coverage for 1988 and 1989. In this study, analyses were based on teacher and student data from approximately 300 sections of mathematics courses in Pre-Algebra, Math A, Math B, Algebra I, and Geometry. Across the 5 courses and 12 topics in general, the patterns of responses are consistent with what might be the expected curriculum patterns in mathematics courses at each level. Topic coverage is reported for each of the courses. The pattern of performance on items from the Mathematics Diagnostic Testing Program tests are reported according to topic and specific teachers' reports of content coverage. Twelve references are listed. (YP)

ED 316 433 SE 051 264

Rosen, Walter G., Ed.
High-School Biology Today and Tomorrow. Papers Presented at a Conference.
National Academy of Sciences - National Research Council, Washington, D.C.
REPORT NO.- ISBN-0-309-04028-0
PUB DATE- 89
NOTE- 360p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Biology; *Educational Assessment; *Educational Improvement; High Schools; Instructional Materials; *Preservice Teacher Education; Process Education; *Science Curriculum; Science Education; Science Teachers; Secondary Education; *Secondary School Science; Teaching Methods

Many of the most exciting advances in science are taking place in biology, yet many students leave school without having learned biology's basic principles, and few are stimulated enough to continue in the sciences. This book presents information and expert views from teachers, curriculum developers, and others on why and where biology education is lacking and how it can be improved. It includes findings from current research and outlines specific suggestions for improving biology education, all aimed at addressing many of the dilemmas confronting the field such as what should be taught, how it should be taught, the measurement of results, teacher education and certification, and biology education reform. (CW)

ED 316 477 SO 020 632

Sperry, Robert
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
PUB DATE- Sep 89
NOTE- 56p.; For related documents, see ED 310 991-993 and ED 310 998.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Foreign Countries; *Librarians; *Libraries; Library Collection Development; Library Collections; *Library Education; Library Extension; Library Research; *Library Science; Library Services; Library Technical Processes; Users (Information)
IDENTIFIERS- *Pacific Islands; South Pacific
Two hundred eighty-three sources are included in this bibliography dealing with libraries, archives, and librarianship in the islands of the South and Central Pacific. Twenty-six island nations are covered, with brief narrative summaries of the library situation given in some cases: (1) American Samoa, (2) Belau, (3) Cook Islands, (4) Easter Island, (5) Federated States of Micronesia, (6) Fiji, (7) French Polynesia, (8) Guam, (9) Kiribati, (10) Lord Howe Island, (11) Marshall Islands, (12) Nauru, (13) New Caledonia, (14) Niue, (15) Norfolk Island, (16) Northern Marianas, (17) Pitcairn Islands, (18) Papua New Guinea, (19) Solomon Islands, (20) Tokelau, (21) Tonga, (22) Torres Strait Islands, (23) Tuvalu, (24) Vanuatu, (25) Wallis and Futuna Islands, and (26) Western Samoa. (JB)

ED 316 493 SO 020 694

Patrick, John J.; Stoltman, Joseph P.
Geography in American History for High School Students of American History. Final Design Report.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Dec 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Geography Instruction; High Schools; *History Instruction; *Interdisciplinary Approach; Resource Materials; Social Studies; *United States History; Videotape Recordings

Geographic learning provides perspectives, information, concepts, and skills essential to viewing and understanding historical events and developments. Geographic learning is therefore essential to sound teaching and learning of history in general and U.S. history at the high school level in particular. This report contains a description of the content, structure, and instructional characteristics of ten 20-minute video programs and accompanying print materials on geography in U.S. history. These programs, intended for use in secondary level U.S. history courses, fit easily into normal classroom schedules; and the content reflects most existing course sequences, as indicated by standard curriculum guides and widely used textbooks. Each of the 10 programs focus on a major period of U.S. history and a significant event and related developments within that period. All programs also incorporate the most recent thinking about the teaching and learning of geography and reinforce current efforts to help students understand the investigative and analytical aspects of this subject. While the programs constitute a chronological series, each is self-contained and may be used independently. The ten programs are: (1) North vs. South in the Founding of the USA, 1776-1796; (2) Jefferson Decides to Purchase Louisiana, 1800-1815; (3) Civil War and Social Change in Georgia, 1800-1870; (4) Clash of Cultures on the Great Plains, 1865-1890; (5) An Industrial Revolution in Pittsburgh, 1865-1900; (6) Americans Build the Panama Canal, 1901-1914; (7) A Nation of Immigrants, 1900-1930; (8) Moving North to Chicago, 1900-1945; (9) New Deal for the Dust Bowl, 1931-1945; and (10) The Origin and Development of NATO, 1945-1990. (JB)

ED 316 623 UD 027 314

Trevino, Fernando M.; And Others
The Feminization of Poverty among Hispanic Households.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 8 Apr 88
NOTE- 33p.; Paper presented at a Conference on Persistent Poverty among Hispanics (Trinity University, San Antonio, TX, April 8, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cubans; Family Income; *Females; Heads of Households; Health Activities; *Hispanic Americans; Interviews; Low Income Groups; Marital Status; Mexican Americans; *Nuclear Family; *One Parent Family; *Poverty; Puerto Ricans; Welfare Services
IDENTIFIERS- *Feminization of Poverty

This study examines characteristics of Hispanic females in single- and dual-headed households in an effort to understand the impact of the feminization of poverty on Hispanic Americans of Mexican, Cuban, and Puerto Rican origin. The following aspects of these women are examined: (1) sociodemographic characteristics; (2) language of interview; (3) education level; (4) income level; (5) federal aid receipt; and (6) health characteristics. Results indicate that women from single-headed households were more likely to be middle-aged, and more likely to be divorced or separated rather than widowed or never married. No significant differences were found between the two groups with regard to language of interview or education level. Mexican American single female heads of household were more likely to live in poverty than were females of dual-headed households. Results reveal that almost two-thirds of all Mexican American female-headed households have incomes below the federal poverty level. In spite of these findings, few single females were receiving Aid to Families with Dependent Children, but more than half had received food stamps in the 12 months prior to the interview. Single-female headed households were much less likely to have private health insurance. Single female heads of household indicated that they encountered barriers to health care. Fifteen figures and 12 references are included. (JS)

ED 316 300 JC 900 170

Black, Kaaren E.; Ross, Frank
Survey of Student Off-Campus Housing Referral Services.

Central Oregon Community Coll., Bend.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *College Housing; Community Colleges; Databases; Housing Needs; Housing Opportunities; School Surveys; Two Year Colleges

Central Oregon Community College conducted telephone surveys of 12 postsecondary institutions in California, Colorado, Oregon, and Washington to gather information on off-campus housing referral services. General findings, based on survey responses and materials sent by the student services departments and housing administrators at the colleges, included the following: (1) of the 12 institutions contacted, 11 indicated that their off-campus student housing referral services were not directly administered by their housing departments; (2) 11 of the institutions contacted employed student work-study personnel to work at off-campus student housing referral operations; and (3) 4 of the 12 off-campus housing referral operations contacted operated computer-based databases. The document gives a description of each of the college's referral services, which included publications and information sources available upon request, the name and number of persons to contact for information, student and landlord legal services, and a description of the types of housing listings. How these listings are acquired, the methods used by schools to advertise housing listings, and a description of the database are included. (WJT)

ED 316 314 PS 018 593

Richardson, Gail; Marx, Elisabeth
A Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
French-American Foundation, New York, NY.
SPONS. AGENCY- Du Pont Corp., Wilmington, Del.; German Marshall Fund of the United States, Washington, D.C.
PUB DATE- 89
NOTE- 44p.
AVAILABLE FROM- French American Foundation, 41 East 72nd Street, New York, NY 10021 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Educational Objectives; Educational Policy; *Educational Quality; *Family Day Care; *Foreign Countries; Health Services; Incentives; *Teacher Characteristics; Teacher Education
IDENTIFIERS- *France; Parental Leave; Program Characteristics
Seven principles underlying the impressive achievements of the French child care system are especially relevant to concerns and issues in the United States. First, the primary mission of child care is to help meet young children's integrated needs for education and care. Second, skilled staff is the key to program quality. Third, incentives and outreach open the door to improvements in family day care by attracting unlicensed caregivers into the system. Fourth, preventive health care is integral to children's programs. Fifth, paid and job-protected maternity leave, financed through broadly shared taxation, fulfills a social obligation to newborn and newly adopted children by ensuring their early care by parents. Sixth, the resources invested in buildings and equipment for children express children's value to society. Well-designed space and furnishings are integral to program quality. Seventh, parents can exercise their right to choose what's best for their children in ways that promote the social good only if parents can afford and have access to programs of high quality. Broad public discussion of the seven principles can enable policymakers, professionals, and parents to see more clearly the policy and program choices confronting Americans deciding about child care. (RH)

ED 316 328 PS 018 616

Cruz, Josue, Jr.; And Others
Interaction Preferences of Nonhandicapped Children.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Disabilities; *Elementary School Students; Friendship; Helping Relationship; *Kindergarten Children; Mainstreaming; *Peer Relationship; Play; Primary Education; Sex Differences; *Student Attitudes
IDENTIFIERS- *Preference Patterns; Work Orientation
The purpose of this study was to explore the preferences of primary-aged, non-handicapped children for particular handicapping conditions, including visual, hearing, and orthopedic impairments. Of particular interest were the following questions: (1) Do young children understand the nature of a given handicap? (2) Are young children capable of discriminating between the different handicaps? (3) Is there a developmental pattern with regard to grade, age, and gender? (4) What particular preferences exist towards specific handicapping conditions? A total of 127 children in kindergarten through third grade participated in the study. Subjects were presented three black and white photographs depicting the handicapping conditons and were asked to indicate their preference. Each was asked 22 questions dealing with the following topics: the nature of the handicapping conditions; friendship; helping; play; and work/task performance. Grade level, age, and, less markedly, gender differences were found. Consistency of responses targeting orthopedic impairment for friendship, auditory impairment for play, and visual impairment for helping suggests that nonhandicapped children perceive handicaps in terms of limitations, and that they have a narrow view of the handicapped person's ability to contribute. It is concluded that the earlier such misconceptions are dispelled, the more facilitative classrooms will be for the handicapped, mainstreamed child. (RH)

ED 316 344 PS 018 638

Loth, Francoise
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
Vanier Inst. of the Family, Ottawa (Ontario).
SPONS. AGENCY- Laidlaw Foundation, Peoria, Ill.
PUB DATE- Mar 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Birth Rate; *Demography; *Economic Factors; Foreign Countries; Literature Reviews; *Physiology; Public Policy; *Research Problems; Social Science Research; *Sociology
IDENTIFIERS- Canada; *Fertility; Theoretical Analysis
This paper provides a critical review of empirical and theoretical underpinnings of current research on declining rates of fertility in western countries, particularly Canada. Section 1 describes contributions of demographic analysis to the explanation of declining fertility in western industrialized countries and elaborates on the limits of pure demographic research with regard to factors that influence decisions of couples or individuals. Section 2 explores physiological and medical aspects of increasing infertility among the decreasing number of couples willing to have children. The section also notes the limited impact of this infertility on the explanation of the dramatic decline of fertility in western nations. Section 3 underscores the contribution of economic factors to the decline in fertility and exposes major shortcomings of one strictly economic logic. Section 4 illustrates contributions of a sociological approach to understanding fertility decline and finds that its central concepts remain excessively abstract and remote from essential processes through which human preferences and values are shaped and acted upon. Section 5 examines the contours and efficacy of pronatalist population policies implemented in some western nations. Section 6 summarizes major limitations of current research and offers recommendations for further investigation. Just over 100 references are cited. (RH)

ED 316 372 RC 017 409

Loesch-Griffin, Deborah A.; And Others
Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
PUB DATE- Jan 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Counselor Attitudes; *Counselors; Elementary Secondary Education; Guidance; *Guidance Personnel; Guidance Programs; Rural Schools; *Rural Urban Differences; School Guidance
IDENTIFIERS- Nevada
A 1988-89 statewide survey of 244 Nevada counselors examined the differences between rural and urban counselors in perceiving five imperatives through which counselors can contribute to educational improvement. These are: (1) providing an increased emphasis on learning and cognition; (2) diffusing guidance and counseling throughout the curriculum; (3) incorporating life-career planning in counseling; (4) planning for professional renewal; and (5) implementing ongoing assessment of personal and program effectiveness. Respondents' opinions about the proposed statewide changes in counseling were also examined. The instrument included 66 items regarding: (1) professional activities; frequency of developmental guidance and counseling elements in the schools' programs; (2) allocation of time; (3) counselors' beliefs regarding the goals of guidance and counseling programs; and (4) the degree to which such goals are supported by their schools' programs. The results suggest that rural counselors and urban counselors differ significantly on all measures of these variables. Urban counselors had greater access to opportunities for professional development, but experienced greater pressure regarding the types of peripheral duties they must assume in their roles as counselors. Rural counselors had inadequate resources to offer comprehensive programs or to obtain additional training, but they often have less complex work situations and more contact with students and teachers. (ALL)

ED 316 449 SO 020 152

Dogbe, Korsi; Kellum, Ruthann
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
PUB DATE- 14 Mar 87
NOTE- 30p.; Paper presented at the Virginia Education Association Instructional Conference on Critical Thinking Skills (Virginia Beach, VA, March 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change; Comparative Analysis; *Critical Thinking; Cross Cultural Studies; *Cultural Awareness; Cultural Influences; *Family (Sociological Unit); *Family Structure; Foreign Countries; Learning Modules; Social Structure; Teaching Methods; Units of Study
IDENTIFIERS- *Nigeria
Critical thinking skills must be emphasized in schools if excellence in education is to be realized. The lesson plans in this learning module were designed with this issue in mind. The lessons focus on the concept of family as a universal institution. But family structures may vary due to specific cultural history, rapid technological advancement, religious beliefs, or economic and social requirements. It is felt that students can be made to think critically about such societal issues if they are presented with cultural situations. If students are made to understand that religious, environmental, and ecological factors differ from culture to culture and that these factors, in turn, influence the types of institution a culture develops for itself, then they may be able to critically analyze problems associated with institutional change in their own society and to understand the significance of structural alternatives. The lessons compare family structures in the United States and Nigeria and may take from six to eight class periods to complete. Strategies are suggested for presenting the lessons that focus on critical thinking skills. A short true/false test and a 12-item bibliography are included. (JB)

ED 316 463 SO 020 569

Backler, Alan L.; And Others
Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
Indiana Council for the Social Studies, Bloomington.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Indiana Humanities Council, Indianapolis.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; History; Instructional Materials; Intermediate Grades; Resource Materials; Secondary Education; Social Studies; *United States History; Units of Study; Western Civilization
IDENTIFIERS- *Columbus (Christopher)

Designed to complement the traditional textbook treatment of Columbus, the lessons in this packet utilize recent research, primary sources, and active student involvement. The first two lessons, "Columbus: The Man and the Myth" and "Columbus and the Known World: How Much Did He Really Know?," (D. Beal) provide students with opportunities to learn about Columbus as a person and dispel the commonly-held view that everyone in 1492 believed the world was flat. "Who Discovered America?" (C. Risinger) uses cooperative learning techniques to teach about other explorers who preceded Columbus and why his voyage receives the most attention. "A Mystery in History" (E. Holt) examines the current debate about the actual site where Columbus landed on October 12, 1492. The second Holt lesson, "Columbus and the New World: Through European Eyes," examines the persistence of ethnocentrism when two different cultures are brought together. "The Ecological Consequence of 1492" (A. Backler) focuses instruction on the ecological impact for North America of the linking of the Old and New Worlds that began with Columbus's voyages. All of the lessons include student objectives and instructional procedures. Most have student worksheets, readings, maps, or other materials to assist in lesson implementation. All materials can be duplicated for classroom use. Teachers are urged to adapt and modify the lessons to fit specific curriculum or student needs. (JB)

ED 316 570 TM 014 526

Calman, Ruth C.
Core French Program Review: Grades 3-8. Summary Report.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Sep 88

NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Classroom Observation Techniques; *Core Curriculum; *Curriculum Evaluation; Elementary Education; *Elementary School Curriculum; Foreign Countries; *French; *Program Evaluation; School Surveys; *Second Language Instruction
IDENTIFIERS- Canada; North York Board of Education ON

A summary report is presented of the evaluation of the Core French Review conducted in North York schools in Ontario (Canada) during the 1987-88 academic year. A Core French program is one in which French as a second language is taught as a regular subject to students in an English-language school. Since September 1984, students have started Core French in grade 3 and accumulated 600 hours of French instruction by the end of grade 8. Students in grades 3 and 4 receive 20 minutes of daily instruction, and students in grades 5 through 8 receive 40 minutes of daily instruction. The review design covered curriculum documents and student learning materials, program implementation practices, staffing, parental perceptions, program outcomes, and professional development needs. Data collection involved group interviews with 13 Core French teachers and 4 principals, achievement testing of 808 eighth graders in the area of French listening, surveys of and interviews with members of 4 Boards of Education, observation of 72 fifth- and eighth-grade classrooms, individual interviews with 24 teachers, group interviews with 6 parents, and questionnaires administered to 149 teachers and 89 principals. Results and recommendations are provided in each area covered, and are organized into strong points and points needing attention. Thirteen graphs are included. (TJH)

ED 316 611 UD 027 297

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
Florida A and M Univ., Tallahassee.
PUB DATE- 87
NOTE- 113p.; For related documents, see UD 027 294-300.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; College Programs; *College Students; *Curriculum Development; Higher Education; *School Holding Power

This document for participants comprises the agenda and abstracts of papers to be presented at the third national conference on the retention of black college students. The conference will offer 4 general sessions, 6 special sessions, 31 concurrent sessions, and several special activities. A total of 130 presenters will present abstracts of select papers. The following key topics will be explored in roundtables: (1) outreach/precollegiate programs; (2) public policy; (3) academic skills; (4) administrative support; (5) articulation/secondary-junior college; (6) instructional techniques; (7) counseling/academic advisement; (8) black students on white campuses; (9) tutorials/support systems; (10) coping mechanisms; (11) motivation/performance standards; (12) testing/assessment; (13) freshman year/orientation programs; (14) teacher effectiveness; (15) the black college experience; (16) reclaiming dropouts; (17) mentoring/role models; and (18) 13 college curriculum programs. Special sessions will include presentations of the Strategic Learning Systems Method and the Thirteen-College Curriculum Program, and two sessions featuring student speakers. Biographies of the main speakers, conference schedules, and brief abstracts of 130 papers are included. (FMW)

ED 316 358 RC 017 391

Stommes, Eileen S.
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
Office of Transportation (USDA), Washington, DC.
PUB DATE- Jul 89
NOTE- 128p.; Summarizes the results of three Regional Symposia on Rural Intercity Passenger Transportation: North Central Regional Symposium (Des Moines, IA, December 7-9, 1987); Eastern Regional Symposium (Annapolis, MD, April 20-22, 1988); Western Regional Symposium (San Francisco, CA, May 18-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Government Role; Needs; Needs Assessment; Networks; *Rural Areas; *Transportation
IDENTIFIERS- *Deregulation; *National Planning

This report summarizes the results of three regional symposia held during 1987-88 to gather grassroots information about rural passenger transportation needs across the country. The first section describes the structural transformation of rural America in the 1980s: (1) the rural economy; (2) rural population trends; (3) impact of information technology on rural areas; (4) rural passenger traits and travel trends; (5) passenger transportation industry shifts; (6) effects of transportation deregulation on rural service by railroads, airlines, and intercity bus companies; and (7) cumulative impact of deregulation on the viability of rural communities. The second section discusses new roles for government and the private sector in maintaining rural mobility, and examines 21 examples of how rural intercity passenger transportation needs can be met. From these examples emerges the concept of a connected rural transportation system, with local providers feeding into an intercity route network. The last section identifies essential components of a national strategy to reconnect rural areas of America: public and private cooperation, mobilization of support, community participation, defined government roles, linking of services, market research and development, diversification of funding sources, resource management, and identification and elimination of barriers. Appendices contain 3 maps; 24 tables; details of the symposium process; goals, constraints, and strategies outlined at each symposium; and planning committee members and speakers. (SV)

ED 316 387 SE 051 189

Hendrickson, A. Dean
Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 95p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 188 is the Teacher's Guide and Lesson Plans for Level One.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 1; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Worksheets

Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level One experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level One program. (YP)

ED 316 404 SE 051 228

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
North Carolina State Dept. of Public Instruction, Div. of Accountability.
PUB DATE- 89
NOTE- 121p.; For related documents, see SE 051 226-227.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Assessment; *Geometry; High Schools; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; State Surveys; Statistical Data; *Student Evaluation
IDENTIFIERS- *North Carolina

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report describes: (1) "Geometry End-of-Course Test"; (2) "Scoring Geometry Proofs"; (3) "Characteristics of Geometry Students"; (4) "Student Performance on the Core Test"; (5) "Student Performance on the Common Proof"; (6) "Combining Performance and Participation: Yield and Effective Yield"; (7) "Teacher-Assigned Grades and Scores on the Core Test and the Common Proof"; and (8) "Average Performance on the Curriculum Test." Each Geometry student took one of eight statistically equivalent 60-item tests during the final days of the school year. The average score was 37.5 or 62.6 percent correct. Performance in the core test differed by parental education, ethnic group, grade level in school, sex, and anticipated final course grade. The select group of students taking Geometry in the ninth grade had higher average scores than students at any other grade level. Performance and participation rates in educational regions and public school systems, and state percentile tables for 1989 are provided in the appendices. (YP)

ED 316 419 SE 051 250

Sangster, Sandra; Crawford, Patricia
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Nov 86
NOTE- 82p.; For related documents, see ED 276 734 for Year I and SE 051 251 for Year III.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Enrollment Influences; Females; Foreign Countries; High Schools; *Homogeneous Grouping; Interviews; Males; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Parent Attitudes; Questionnaires; *Sex Differences; *Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Ontario; *Single Sex Classes
Many students, and a particularly high proportion of females, do not study mathematics beyond minimum high school requirements. Research indicates that segregation of mathematics classes may help reduce the incidence of female students dropping out of that subject. To improve female students' attitudes toward mathematics and to increase the enrollment of females in upper level mathematics courses, students enrolled in grade 10 and 11 at A. Y. Jackson Secondary School were placed in sex-segregated math classes. This study focused on four main areas: attitudes, achievement, enrollment, and perceptions of the program. The longitudinal analysis of attitudes toward mathematics for students who were grade 11 in 1985-1986 provided some evidence that segregated classes had a beneficial effect on female students' attitudes. The analyses of data regarding student achievement and enrollment in mathematics are discussed. The majority of teachers thought that segregation created a more relaxed and open atmosphere. Comments made by parents reflected that attitudes and achievement were not affected by segregated classes, but that student ability or motivation and teacher's competence were important factors. Students surveyed felt more comfortable and relaxed and less intimidated in segregated classes. Appendices include student and parent questionnaires, interview materials, statistical tables, and responses to the questionnaires. (YP)

ED 316 434 SE 051 266

Lewis, Mary G., Comp.
Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
REPORT NO.- PIP-88-849-rev
PUB DATE- 89
NOTE- 28p.; For previous edition, see ED 292 662.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Course Descriptions; *Curriculum Guides; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Learning Modules; National Programs; *Program Descriptions; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods; Zoos
IDENTIFIERS- *National Diffusion Network
This catalog contains descriptions of the science education programs and materials in the National Diffusion Network (NDN). These programs and materials are available to school systems or other educational institutions for implementation in their classrooms. Some programs may be able to offer consultant services and limited assistance with the training and materials associated with installing one of these programs in schools. Information about the NDN is provided. Programs listed include: (1) "Conservation for Children"; (2) "Foundational Approaches in Science Teaching (FAST)"; (3) "Geology Is"; (4) "Hands-On Elementary Science"; (5) "Informal Science Study (ISS)"; (6) "Life Lab Science Program"; (7) "Marine Science Project: FOR SEA"; (8) "The Mechanical Universe"; (9) "Physics Resources and Instructional Strategies for Motivating Students (PRISMS)"; (10) "Physics-Teach to Learn Program"; (11) "Sci-Math"; (12) "Starwalk"; (13) "Stones and Bones: A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology"; and (14) "Wildlife Inquiry through Zoo Education (WIZE)." A listing of state facilitators and a facilitator for private schools is also listed. (CW)

ED 316 478 SO 020 637

Glenn, Charles L.
Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-90-851
PUB DATE- Dec 89
NOTE- 244p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; *Cross Cultural Studies; *Educational Policy; *Foreign Countries; Government School Relationship; *Parent Attitudes; *Parent Rights; Parent Role; Parents; Public Education; *Public Schools; Religious Factors; *School Choice
IDENTIFIERS- Belgium; Canada; France; Great Britain; Netherlands; West Germany
The role of parent choice in publicly funded education in six selected nations is examined. Focusing upon education in developed Western democracies, this study is intended to be instructive to U.S. education as it examines the interplay between state-mandated universal education and parents' right of choice. Twenty-five national education systems were reviewed, and six were selected for this study--France, Netherlands, Belgium, Britain, Canada, and West Germany. Each country is discussed separately, examining: (1) historical background, (2) research on reasons for parents' decisions about their children's schools, and (3) current policy debates. In these six nations, parents' choice of particular schools or forms of education for their children is usually based upon either religious reasons, or preference for a particular type of curriculum or language of instruction. The document includes an introduction by U.S. Secretary of Education Lauro F. Cavazos, followed by a foreword by Assistant Secretary Christopher T. Cross. A 280-item bibliography, arranged by country, is included. (AS)

ED 316 508 SP 031 908

Morrison, Harriet B.
Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
PUB DATE- Oct 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *Educational Philosophy; Existentialism; *Holistic Approach; Intellectual Development; Interpersonal Relationship; Learning Strategies; *Perceptual Development; Sensory Integration; *Sociocultural Patterns; *Teaching Styles
IDENTIFIERS- *Merleau Ponty (Maurice)
Maurice Merleau-Ponty's philosophy offers an existential phenomenological interpretation of subjectivity and the shared world. He offers a perceptually based philosophy which can be mined for implications and interpretations for a new style of teaching relevant to the contemporary social and educational scene. This paper analyzes Merleau-Ponty's interpretation of subjectivity for its implications for a new style of teaching. The discussion explores the concepts of primordial unity, the significance of perception, the place of the self, the body, the dialectic of subject and other(s), and the relatedness of subject and object. Merleau-Ponty's treatment of the socio-cultural world imbued with both ambiguity and contingency and energized with freedom is included. Implications for teaching style are discussed. (JD)

ED 316 525 SP 032 051

Romatowski, Jane A.; And Others
Teacher Induction Programs: A Report.
PUB DATE- Sep 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Financial Support; Mentors; Program Development; Program Implementation; Socialization; *State Standards; *Training Methods
This paper presents a report from the task force appointed by the Michigan Association of Colleges of Teacher Education to investigate induction programs for new teachers. It presents a comprehensive induction program model which involves collaboration between institutions of higher education, school districts, local education agencies, and the state department of education. Recommendations are made and include: (1) adoption of statewide standards; (2) adequate financial support; (3) collaborative roles among agencies; (4) implementation of training; and (5) implementation of a mentoring process. Descriptions are presented of 11 exemplary induction programs, highlighting unique features of each and briefly evaluating its effectiveness. (JD)

ED 316 541 SP 032 177

Blum, Irene H.; Valli, Linda
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
Catholic Univ. of America, Washington, D.C. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 195p.
CONTRACT- 400-85-1062
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Elementary School Teachers; Field Experience Programs; Higher Education; Preservice Teacher Education; Problem Solving; *Professional Development; *Research Utilization; Self Actualization; *Student Teaching; *Teacher Effectiveness; Theory Practice Relationship
IDENTIFIERS- *Catholic University of America DC

A report is given of a collaborative 3-year teacher education improvement project which was begun in 1986. Project participants included the Catholic University Department of Education, District of Columbia and Montgomery County (Maryland) public schools, Washington, D.C. parochial schools, and a private school. The aim of the project was to improve the process of teacher preparation by helping elementary education students become more reflective about their work, become better able to use professional knowledge to improve their teaching, and become more self-directed. Drawing on the research base of effective teaching and effective schools, the project focused on practice, coaching, and development of self-critical attitudes and skills. Task force teams, comprised of education students, cooperating teachers, and university supervisors and faculty worked cooperatively to identify issues which concern neophyte teachers in their initial field experiences. Team members, using observation/data gathering techniques such as journal keeping and audio and videotaping, developed and tried out improvement activities. This report describes the activities conducted during the project and summarizes the project's impact. The report includes a final project report, a practice profile, and the program assessment report. Literature relevant to some of the salient features of the project is contained in the six appendices. An extensive bibliography is included. (JD)

ED 316 556 TM 014 506

Sawilowsky, Shlomo S.; Markman, Barry S.
Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
PUB DATE- 88
NOTE- 13p.; Paper comments on "Statistical Treatment of the Solomon Four-Group Design: A Meta-Analytic Approach" by M. C. W. Braver and S. L. Braver (1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equations (Mathematics); Mathematical Models; *Meta Analysis; *Statistical Significance
IDENTIFIERS- *Solomon Four Group Design
This paper demonstrates that a meta-analysis technique applied to the Solomon Four-Group Design (SFGD) can fail to find significance even though an earlier "weaker" test may have found significance. The meta-analysis technique was promoted by Braver and Braver as the most powerful single test for analyzing data from an SFGD. They demonstrated that customary analysis on fabricated data sometimes failed to find significance, while meta-analysis found significance. The current paper counters that meta-analysis is a five-step process, and that fabricated data sets can easily be constructed to show that customary tests can find significance, whereas meta-analysis does not. Statements about the efficacy and power of meta-analysis should be made more cautiously. (TJH)

ED 316 585 TM 014 562

Fetler, Mark E.
Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Annual Reports; Case Studies; Constitutional Law; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Institutional Characteristics; *School Effectiveness; State Legislation; *State Programs
IDENTIFIERS- *California; *Proposition 98 (California 1988)
In 1988, California voters passed a constitutional ballot initiative, Proposition 98, that required local districts to publish School Accountability Report Cards containing information on specific school characteristics. This study documents some key events leading to the passage of Proposition 98 and the subsequent implementation of the report cards. Events leading up to Proposition 98 include the publication of numerous national reports indicating the failure of public schools in the United States, the passage of the Hughes-Hart Education Report Act of 1983, a study in 1987 by Policy Analysis for California Education describing the poor state of financing in state public schools, and the institution of annual statewide and individual school performance reports. Proposition 98 requires more detailed reports of school performance and characteristics than were previously required and sets minimum funding levels for public schools and community colleges. The California State Department of Education and the Association of California School Administrators developed models of school accountability report cards; these models are compared and contrasted. The role of the California Parent-Teacher Association is also discussed. Overall, the program has been a cooperative effort involving legislators, bureaucrats, administrators, teachers, and parents, and the system of accountability that results will likely be achieved through numerous political compromises. Even so, the experience presumably still has value in getting people to work together for positive ends. (TJH)

ED 316 598 UD 027 178

The Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
Children's Defense Fund, Washington, D.C.; Northeastern Univ., Boston, Mass. Center for Labor Market Studies.
SPONS. AGENCY- EXXON Corp., New York, N.Y.; Ford Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.; Victor Valley Community Coll. District, Victorville, CA.
PUB DATE- 89
NOTE- 30p.; For related document, see UD 027 177.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Census Figures; *Children; Economic Status; Ethnic Groups; *Family Characteristics; Family Health; *Family Income; *Heads of Households; Health Care Costs; Health Insurance; Housing; Labor Market; Low Income; *Poverty; Racial Factors; *Young Adults

This report describes improvements in the status of families headed by persons under age 30 from 1986 to 1987 based on figures from "Vanishing Dreams" and the most recent available data drawn from the Current Population Survey. The following sets of economic data are updated: (1) earnings of family heads; (2) young family incomes; and (3) poverty rates. The findings of this report indicate that where the situation did improve from 1986 to 1987, it improved very little, and that in some important respects the situation worsened. The following trends are discussed: (1) the poverty rate among children living in young families continued to rise in 1987; (2) the median earnings for all heads of families younger then 30 with children fell by more than 36 percent from 1973 to 1987; (3) a 24.4 percent plunge from 1973 to 1987 in median income for young families with children because of lower earnings for family heads and increasing number of single-parent families; (4) in 1987 the median income of the nation's 1.3 million young black families for the first time fell below the amount needed to keep a 4-person family out of poverty; and (5) the proportion of births to young women who received late or no prenatal care increased from 1976 to 1987. The following measures are recommended to help young families: (1) an increase in the federal minimum wage; (2) the enactment of the Act for Better Child Care Services (ABC); (3) the expansion of the Earned Income Tax Credit (EITC); (4) an extension of Medicaid coverage to reach all poor and near-poor pregnant women and children; and (5) a continuation of building upon the successes of proven, cost-effective programs such as Head Start, Chapter 1, WIC, and the Job Corps. Six tables are included, along with three figures. Nine additional tables are appended. (JS)

ED 316 287 JC 900 150

Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 89
NOTE- 323p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Faculty; Community Colleges; Compensation (Remuneration); Employment Patterns; Faculty College Relationship; Faculty Workload; Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; *School Demography; School District Spending; *School Personnel; *Staff Utilization; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *California

This report presents fall 1989 demographic, staffing, salary, and workload information on all California community college employees, based on data from 69 of the 71 districts in the state. First, tables present the total number of district employees by primary occupational activity; full-time equivalency; type of assignment; weekly faculty contact hours by certificated staff; and a seven-year profile of full-time faculty and average salary paid. Next, tables are presented for each of six major categories of community college employees: contract and regular (full-time) faculty; temporary (part-time) faculty; full-time nonteaching professionals; full-time certificated administrators; full-time classified administrators; and all other full-time classified employees. For each group, tables provide data on percentage distributions by age, gender, ethnicity, employment classification, employment status, duration of employment contract/agreement, annual salary per schedule plus stipends, salary changes during the previous year, expenditures for mandatory contributions and district paid employee benefits, and overload salaries. Appendixes include district contract/regular faculty salary schedules. (JMC)

ED 316 494 SO 020 695

Purves, Alan C., Ed.
International Comparisons and Educational Reform.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-157-7
PUB DATE- 89
NOTE- 127p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, Alexandria, VA (Stock No. 611-89106, $14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Case Studies; *Comparative Analysis; Curriculum Development; *Educational Change; *International Studies; Language Arts; Mathematics; Policy Formation; Science Education; Teacher Characteristics; Teaching Methods
IDENTIFIERS- International Assn Evaluation Educ Achievement

Increasingly over the past decade there have appeared in the press bar graphs comparing the performance of U.S. students with their counterparts in other countries. Usually these graphs have been accompanied by dire warnings and pointing fingers. The main source of the data on international comparisons has been the International Association for the Evaluation of Education (IEA). The articles that make up this document focus primarily on the studies conducted by the IEA. Seth Spaulding sets the stage by looking at the history and policy implications of comparative studies in education, including those of IEA. Ian Westbury shows how complex the interpretation of comparative achievement scores can be. Inger Marklund from Sweden and Zoltan Bathory from Hungary show how two systems of education have used the study results to foster curricular changes in the schools of their respective countries. Both show how the public and planners can use comparative data in a thoughtful fashion. Edward Kifer, Lorin Anderson and Neville Postlethwaite, and Alan Purves examine the various studies to see what broad implications can be drawn concerning issues related to curriculum and instruction. Herbert Walberg examines the relationship between student performance measures and other indicators of a nation's well-being in the world. Chester Finn concludes the volume with a look at comparative performance from a policymaker's point of view. (JB)

ED 316 612 UD 027 298

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
Florida A and M Univ., Tallahassee.
PUB DATE- 87
NOTE- 108p.; For related documents, see UD 027 294-300.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; College Programs; *College Students; *Curriculum Development; Higher Education; *School Holding Power; *Student Attitudes

This document presents the proceedings of a third national conference on the retention of black college students. The conference was comprised of 4 general sessions, 6 special sessions, 31 concurrent sessions, and several special activities. A total of 130 presenters presented abstracts of selected papers. The following key topics were explored in roundtables: (1) outreach/precollegiate programs; (2) public policy; (3) academic skills; (4) administrative support; (5) articulation/secondary-junior college; (6) instructional techniques; (7) counseling/academic advisement; (8) black students on white campuses; (9) tutorials/support systems; (10) coping mechanisms; (11) motivation/performance standards; (12) testing/assessment; (13) freshman year/orientation programs; (14) teacher effectiveness; (15) the black college experience; (16) reclaiming dropouts; (17) mentoring/role models; and (18) 13 college curriculum programs. Special sessions included presentations of the Strategic Learning Systems Method and the Thirteen-College Curriculum Program, and two sessions featured student speakers. Transcriptions of the main speeches, conference schedules, and brief abstracts of the 130 papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

ED 316 624 UD 027 316

Population Pressures Abroad and Immigration Pressures at Home.
Population Crisis Committee, Washington, D.C.
PUB DATE- 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; *Foreign Countries; Futures (of Society); *Immigrants; *Labor Needs; Labor Supply; Legislation; Migrant Education; *Migration Patterns; Population Distribution; Population Growth; *Population Trends; Undocumented Immigrants; Urbanization
IDENTIFIERS- Africa; Asia; Europe; *Immigration Impact; Immigration Law; Latin America; *United States

This report discusses population trends abroad and their relation to immigration pressures and policies in the United States. The following sections are included: (1) "Two Major Waves of Immigration"; (2) "The U.S.--A Major Host Nation for Permanent Immigrants"; (3) "Changing Sources of Immigrants to the United States"; (4) "Current and Future Migrant Streams"; (5) "The Rise of Illegal Immigration to the United States"; (6) "Characteristics of the Top Immigrant Sending Countries"; (7) "The Pace of World Population Growth"; (8) "Age Structure's Influence on Migration"; (9) "World Labor Force Growth"; (10) "Labor Force Growth vs. Job Creation--a Case Study of Mexico; (11) "Rapid Urbanization--Further Spur to Immigration; (12) "New Immigrants to the U.S.--Where They Settle, How They Are Doing"; (13) "The Mismatch Between New U.S. Jobs and Immigrant Workers; (14) "Education and Immigration--The Case of California"; (15) "Immigration Policy and U.S. Population Size"; and (16) "U.S. Resources for Population Stabilization and Third World Development." Twenty-nine figures and two tables are included. (JS)

ED 316 637 UD 027 351

The Wage Gap: Briefing Paper #1.
National Committee on Pay Equity, Washington, DC.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Economic Research; *Employed Women; Equal Opportunities (Jobs); Hispanic Americans; Literature Reviews; Males; *Racial Differences; Salaries; *Salary Wage Differentials; *Sex Differences; Wages

Women have made slow, steady progress in the labor market since 1979, but the wage gap has not narrowed significantly. This briefing paper updates a September 1987 paper based on "Male-Female Differences in Work Experience, Occupations, and Earnings: 1984" (Current Population Reports, Household Economic Studies, Series P-70, No. 10, issued in August 1987). Current earnings data were drawn from "Money Income of Households, Families, and Persons in the United states: 1987" (Current Population Reports, Consumer Income, Series P-60, No. 162, issued February 1989) and unpublished Bureau of Labor Statistics data. The "wage gap" is defined as the annual female-male earnings ratio for full-time workers. The following highlights are briefly discussed: (1) there is confusion surrounding the actual wage gap because of changes in the way data are gathered; (2) the wage gap was not sharply reduced; (3) some reduction in the gap is due to a decrease in men's real earnings; (4) women's work interruptions for family reasons have little effect on the wage gap; (5) job segregation critically affects the wage gap; (6) Blacks and Hispanics of both sexes continue to earn less than Whites; and (7) women's participation and earnings are up in some but not all occupations. Statistical data are included on five tables. (FMW)

ED 316 301 JC 900 171

Washington Community Colleges Fall Quarter Report, 1989.
Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
PUB DATE- Feb 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; *Enrollment Influences; *Enrollment Trends; Full Time Equivalency; Remedial Programs; School Demography; State Aid; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

A statistical overview is provided of trends in course enrollments and student characteristics in the Washington community colleges. The report considers data related to total course enrollments; full-time equivalent (FTE) enrollment in academic, vocational, and basic skills programs; state-supported FTE's by college; headcount and FTE enrollment in state-supported basic skills and developmental courses; enrollment trends in transfer and vocational programs from 1985 to 1989; on-campus FTE's by college; and percentages of full- and part-time faculty by college. With respect to student characteristics, the report looks at demographics, day/evening attendance, course area, and headcount by funding source. Highlighted findings include the following: (1) the Washington community college system served 96,779 FTE students in fall 1989, with 84,148 of them in state-funded courses; (2) fall 1989 headcount enrollment increased 2.6% over fall 1988, while FTE enrollment increased by 2.1%; (3) factors contributing to enrollment growth were a 2.1% growth in Washington's adult population, increased enrollment in traditional students under 25 years of age, and increased demand for developmental studies courses and training in allied health occupations; (4) the student population was 17% minority and 58% female; and (5) state-supported classes were taught by 3,658 full-time faculty. Tables comparing individual schools' state-supported courses, vocational activities, enrollments, and state and contract supported students are appended. (WJT)

ED 316 315 PS 018 595

New Beginnings: A Guide to Screening.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 25 Apr 88
NOTE- 106p.
AVAILABLE FROM- Maine Department of Education and Cultural Services, State House Station 23, Augusta, ME 04333 (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Philosophy; Family School Relationship; Guidelines; *Individual Development; Models; Primary Education; Program Improvement; Resource Materials; *School Readiness; *Screening Tests; State Programs; *Student Placement
IDENTIFIERS- Developmentally Appropriate Programs; *Maine; *Screening Procedures; Screening Programs; State Regulation

Providing a comprehensive overview, this guide to kindergarten screening was produced to aid Maine's school districts as they work to increase the effectiveness of their screening programs. Part 1, providing materials related to meeting the requirements of Maine's Education Reform Act of 1984, includes regulations pertaining to screening, a statement of philosophy and purposes of screening, a description of the screening process, discussion of reporting to parents, a flow chart of the sequence of screening activities, a guide to choosing screening instruments, information on purchasing instruments, and a list of references. Focusing on developmentally appropriate practices, Part 2 offers discussions of readiness, descriptions of placement models, and position papers discussing curriculum planning for the primary grades. Also included in the second part are the National Association for the Education of Young Children's position statement on developmentally appropriate practice in programs for 4- and 5-year-olds, and in the primary grades serving 5- through 8-year-olds. Appended materials concern the significance of reporting to parents, informational letters regarding laws and rules pertaining to kindergarten attendance in Maine, information on preschool developmental services coordination sites, developmental history forms, screening reporting forms, and a publicity sample. Numerous references are cited on aspects of individual development, curriculum, and learning. (RH)

ED 316 329 PS 018 617

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Oct 89
NOTE- 50p.
AVAILABLE FROM- Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 (Bulletin No. 0189, free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Delivery Systems; *Early Childhood Education; *Family Involvement; Policy Formation; *Program Development; Public Policy; *State Programs; Statewide Planning
IDENTIFIERS- Family Policy; *Wisconsin

Wisconsin's Task Force on Early Education, Child Care, and Family Involvement identified the early education, child care, and family support services that will be needed in coming years and determined how these services should be implemented and coordinated. The task force began its work with an invitational conference involving about 100 participants, who generated a list of issues to consider. Task force members reviewed a series of state and national study reports, visited pilot early education and parent involvement projects in Milwaukee, and heard presentations from other sources. The task force concluded that the demonstrated value of early education, child care, and family resource and support programs justifies a collaborative state plan to make such services available throughout Wisconsin. The prime objective of the plan should be statewide availability of quality programs for all young children. Sections of this publication concern the status of related programs, task force beliefs and recommendations, and the recommended coordinated service plan. Appended materials include statements by prominent sources, old and new frameworks for family and child policies, federal aid programs, criteria for a services model, a list of policy choices and an early childhood survey instrument. (RH)

ED 316 345 PS 018 639

Mirabelli, Alan
Family Issues for the Nineties.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 14 Apr 89
NOTE- 14p.; Paper presented at the Regional Family Studies Teachers Conference (Ottawa, Ontario, Canada, April 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; Day Care; Divorce; Early Childhood Education; Employed Women; *Family (Sociological Unit); Family Influence; Family Size; Foreign Countries; *Futures (of Society); Government Role; Job Performance; Work Environment
IDENTIFIERS- *Canada; *Family Policy; Family Responsibility
This presentation reviews the characteristics of the Canadian family at present. Discussion focuses on divorce, family structure, reproductive technology, fertility, family size, family mobility, family support, government role, women's participation in the labor force, daily family routines, television viewing, work and the family, the need for and lack of child care, family influences on job performance, family responsibilities, work environment and corporate change, and population trends. It is asserted that the primary issue for the 1990s and beyond will be the extent to which society will treat families with children as significant contributors to the society and therefore worthy of support by those who do not have children. (RH)

ED 316 373 RC 017 410

Schmuck, Patricia E.; Schmuck, Richard A.
Democratic Participation in Small-Town Schools.
PUB DATE- 31 Jul 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Organizational Communication; Participative Decision Making; *Rural Schools; School Community Relationship; School Role; School Surveys; *Student Participation; Student School Relationship; *Teacher Administrator Relationship; *Teacher Participation
IDENTIFIERS- *Small Towns

Using first-hand material collected by interview and observation during a 160-day trip around 21 states, this report describes the current situation of democratic participation in small-town schools. The small-town school is like a vortex drawing everyone into its activities and serving as a foundation for the community's social and cultural lives. Although student participation in small-town school extracurricular activities was high, students rarely expressed enthusiasm for their schoolwork and student leaders felt they had very little influence on how their schools operate. No student council was found to be a player in any aspect of school life except social events. A lack of communication between administrators and teachers was also found; teachers did not feel that their superintendents were accessible or thus their ideas and feelings were often heard by their principals; formed meetings in particular were ineffective in resolving problems. Many male administrators had been coaches and conceived of communication and teamwork as unidirectional and hierarchical. Teachers, 75% women, were frustrated at faculty meetings, yet were not telling their administrators about their feelings. Teachers also complained that they as a group were under unreasonable attacks, both nationally and statewide. Informal interaction among teachers seemed to be satisfactory, but formal collegial collaboration was infrequent. Regarding the interactions of teachers with students, small-town kindergartens were reported to be operating better than schools. About 80% of observed interactions involved teacher's unidirectional lecturing. Another serious problem is economic; the small-town school is seriouslyjeopardized by worsening economic conditions in the towns. Perhaps the absence of collaboration and cooperation in small-town schools may be understood by considering the overload carried by administrators and teachers. It is concluded that renewal of small-town schools requires renewal and reinvigoration of the educators, an increased sence of commitment to the academic side of schooling by the parents, and more avenues of influence for the students. As regards economic and structural problems these will not be resolved without state and federal assistance. (GGH)

ED 316 388 SE 051 190

Hendrickson, A. Dean
Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 278p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 191 contains the worksheets for the Level Two program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 2; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
IDENTIFIERS- LOGO Programming Language
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. Background material for parents is provided. Some underlying principles in teaching mathematics meaningfully are listed. Assessment record sheets are presented. A total of 58 activities on the following concepts and skills are included: (1) comparing; (2) counting; (3) classification; (4) using patterns; (5) number; (6) number operations; (7) problem solving; (8) place value; (9) equality; (10) fractions; (11) correspondences; (12) geometry; (13) logic; (14) estimation; and (15) measurement. (YP)

ED 316 450 SO 020 196

Nuclear Age Education Curriculum.
Oregon State Dept. of Education, Salem.
PUB DATE- Jan 89
NOTE- 233p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; *Critical Thinking; Elementary Secondary Education; Global Approach; Interdisciplinary Approach; Modern History; Nuclear Energy; *Nuclear Technology; *Nuclear Warfare; Peace; State Curriculum Guides; Units of Study; World Problems
IDENTIFIERS- *Nuclear Education; *Oregon

The primary goal of the Oregon nuclear age education curriculum is to develop in students the knowledge and skills needed to meet the challenges of living in a nuclear age. This curriculum is developed around five general themes, each corresponding to a specific unit. The general goals for the units are: (Unit 1) to increase students' exposure to the world outside themselves, to other cultures, and to the natural and physical world; (Unit 2) to increase students' critical thinking skills and understanding of how people make decisions and form attitudes; (Unit 3) to promote skills of constructive communication and conflict resolution; (Unit 4) to increase students' knowledge of nuclear technology and their understanding of its benefits and limitations; and (Unit 5) to increase students' understanding of armed conflict and modern weapons issues. This is a K-12 curriculum, but many of the topics in units 4 and 5 are more appropriate for older children. For the most part, the lessons should be integral parts of existing curricula. Care has been taken to provide teachers with examples of what might be done to promote nuclear age education in nearly all subject areas. The units are not designed to be taught in sequence and can be integrated into the curriculum whenever the teachers wishes. Whenever possible, lessons and activities should involve students in direct, first-hand experiences. The lessons presented can be adopted directly, adapted to a particular school's needs, or taken as suggestions of what might be developed. A bibliography lists 30 curriculum materials, 50 books, pamphlets, articles, 50 teaching resources, 21 organizations, 9 sources for nuclear statistics, and 11 supplements and bibliographies. (JB)

ED 316 509 SP 031 936

Schuman, Lucy J.
Beyond Cruise Control: The Promise of Professional Development.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Individual Development; Participative Decision Making; *Professional Development; *Professional Recognition; *Program Development; Teacher Attitudes; *Teacher Motivation; Teaching (Occupation)
This paper describes a professional development effort designed to revitalize, remotivate and reactivate an experienced staff of teachers. This program creates an organizational culture in which each individual is perceived as a learner and a leader. The program is designed to meet the needs of the teaching staff at any place in their career cycle and aims to establish an organizational culture which promotes lifelong learning. The aim of the program is to give teachers a chance to hone their intellectual skills and translate what they learn about learning and teaching to the classroom setting. To this end, each school in the district has a reading and research room set aside for the use of the teachers. Time is made available for the teachers to use the room during their work day. The room is outfitted with professional journals, books, tapes, and electronic media. Teachers are encouraged to do field-based research during their work day. Teachers are also encouraged to engage in individual professional development activities, to attend conferences, and to observe other classrooms. (JD)

ED 316 526 SP 032 057

Silvernail, David L.
Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1069-8
PUB DATE- Mar 89
NOTE- 43p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Feedback; *Instructional Effectiveness; Interaction Process Analysis; Learning Strategies; Positive Reinforcement; Research Utilization; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Styles; *Time on Task
In the last decade considerable attention has been directed to the question of how teachers may increase the academic performance of their students. This monograph summarizes the research findings and suggests some underlying principles of effective instruction. Recent research has reinforced findings that teachers who adopt the principles of direct instruction increase the academic engagement time of students, and this leads to greater achievement. Teachers who focus on academic goals, structure learning activities, and provide clear academically oriented feedback create a businesslike learning environment which enhances time on task and achievement. This monograph introduces the basic principles of effective instruction and lists selected sources which provide concise summaries of more recent research reports. Also included is a list of 191 selected references. (JD)

ED 316 571 TM 014 528

Sangster, Sandra; Fagan, Margaret
Industrial Arts Review. Report to Committee.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Apr 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; *Curriculum Evaluation; Enrollment; Foreign Countries; Grade 7; Grade 8; *Industrial Arts; Industrial Arts Teachers; Integrated Curriculum; Junior High Schools; Middle Schools; Program Effectiveness; *Program Evaluation; *Secondary School Curriculum; Teacher Attitudes; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Canada; *North York Board of Education ON

As part of a review of technological studies in the province of Ontario, the industrial arts programs of middle schools and junior high schools in the North York school system were evaluated. The review was undertaken to: (1) determine current student enrollment and time allocation patterns for industrial arts courses; (2) examine the extent to which the core aims and expected practices--as defined in the "North York Industrial Arts Guideline"--were delivered; and (3) examine future industrial arts staffing requirements. Interviews were conducted with 36 of the 37 teachers of industrial arts in grades 7 and 8. Overall, teachers were meeting the core aims of the curriculum, since students were involved in problem solving and were applying abstract knowledge of design, materials, and processes to practical problems. Most teachers felt that they were at least partially successful in fostering students' creativity, and 75% used a combination of techniques to instill creativity. Students' difficulties in planning projects and the ways teachers approached these difficulties are discussed. A variety of methods, including written or oral tests and assessments of research assignments and drawings, were used to evaluate student work; practical tests were often used to provide evidence of student knowledge. Safety considerations were often emphasized. Integration with other disciplines and the study of scientific principles were emphasized less frequently and given a relatively low priority. Fifteen data tables are included. (SLD)

ED 316 359 RC 017 393

Castallo, Richard; Young, David
Early Identification of Potential Dropouts: Towards a Definition.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; *Dropout Characteristics; *Dropout Research; Dropouts; Elementary Secondary Education; *High Risk Students; Identification; *Potential Dropouts; *Profiles; Rural Schools; Student Characteristics
IDENTIFIERS- New York (Central)
This paper describes efforts to identify students at risk of dropping out of school in 21 school districts in central New York. Examination of the student folders of 309 recent dropouts and interviews with principals, superintendents, and guidance counselors provided data, which were organized on student dropout data sheets, a protocol developed from standard indicators in the dropout literature. Incomplete files, inconsistent information, and errors in test score data made sophisticated statistical analysis inappropriate. As an alternative, "profiles" were developed to provide a crude system for dropout classification. These profiles were: (1) the "slow learner"--the traditional dropout, most likely to be identified as "high risk"; (2) the student whose general achievement diminishes each year, usually not identified until secondary school; (3) the student with an uneven pattern of performance and diminishing achievement in particular areas; and (4) the student strongly affected by an event or situation, such as pregnancy or family problems. At least 20% of the student folders fit each of these four profiles. The profiles have good potential as useful tools for school personnel concerned with early identification of "at risk" students. This paper contains an outline of student characteristics and suggested remediation for each dropout type, and a sample student dropout data sheet. (SV)

ED 316 405 SE 051 229

Biology. Report of Student Performance. End of Course Testing, Spring 1989.
North Carolina State Dept. of Public Instruction, Div. of Accountability.
PUB DATE- 89
NOTE- 54p.; For a related document, see SE 051 230.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Biology; Educational Assessment; *Science Tests; Scientific Concepts; Secondary Education; *Secondary School Science; State Surveys; *Statistical Data; *Student Evaluation
IDENTIFIERS- *North Carolina; *Science Achievement

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report describes: (1) "Characteristics of Biology Students"; (2) "Student Performance on the Core Test"; (3) "Anticipated Final Grades and Scores on the Core Test"; and (4) "Average Performance on the Curriculum Test." Each Biology student took a test containing 66 common or core items and one of five different sets of 34 items during the final days of the school year. The average core score was 39.2, or 59.4 percent correct. Average scores differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Biology in the ninth grade had higher average scores than students at any other grade level. Performance in educational regions and public school systems, and state percentile tables for 1987-1989 are provided in the appendices.(YP)

ED 316 435 SE 051 267

Chinn, Phyllis Zweig, Comp.
Women in Science and Mathematics: Bibliography.
Humboldt State Univ., Arcata, CA.
PUB DATE- 88
NOTE- 81p.
AVAILABLE FROM- Humboldt State University Foundation, P.O. Box 1185, Arcata, CA 95521-1185.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Autobiographies; *Biographies; *College Mathematics; *College Science; *Females; Higher Education; Instructional Materials; Mathematics Education; *Reference Materials; Science and Society; Science Careers; Science Education; Secondary Education; Secondary School Mathematics; Secondary School Science; *Sex Differences; Technology

This bibliography contains over 1,000 entries organized into seven sections. These include: (1) "Women in Science Bibliographies"; (2) "Journals and Periodicals Which Have Devoted Whole Issues or Frequent Articles to Women in Sciences"; (3) "Biographies and Autobiographies of Women Scientists"; (4) "Differences Between the Sexes--As Proposed by Science in Various Eras, or as Related to Differing Scientific and Mathematical Abilities"; (5) "Increasing the Participation of Women in Science, Including Descriptions of Organizations and Programs and Career Booklets"; (6) "Women as Scientists--Characteristics, Historical Information, Problems, Rewards, etc."; and (7) "Technology and Women." A list of sources added since August 1988 is appended. (CW)

ED 316 464 SO 020 572

Holt, Evelyn R.
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
PUB DATE- 89
NOTE- 23p.; Prepared for a Fulbright-Hays U.S. Department of Education Seminar (Cairo, Egypt, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Curriculum Enrichment; Foreign Countries; *Geography; Instructional Materials; Intermediate Grades; International Relations; International Studies; *Islamic Culture; Middle Eastern History; *Middle Eastern Studies; Resource Materials; *Social Studies; World Affairs
IDENTIFIERS- *Egypt
In a random study of five middle school social studies textbooks available for adoption in the state of Indiana in 1984, great variation in the treatment of Egypt was noted. Coverage of contemporary history was incomplete in all cases. All texts dealt with Egypt's ancient history, but what was reported was questionable. Only one text addressed in detail the problems confronting the citizens of Egypt today. All texts dealt with the power and influence of the Middle East, thereby equating all countries in that geographic area without respect to economic, social, or political power. One of the most densely populated areas in the world, Egypt is facing problems not only as a developing nation, but as a historical nation. Egypt has many contacts with the United States: It receives 2.5 billion dollars in U.S. foreign aid yearly; the largest of the U.S. embassies is located in Cairo; and many U.S. companies conduct business in Egypt--Hilton, Pepsi, John Deere, and American Express, to name only a few. Egypt is also the largest country in the Arab world. For reasons such as these, students need to know about Egypt, its culture, and its people. Four lessons are presented that focus on the following topics: (1) geography and its influence on the development of Egypt; (2) stereotypes, East and West; (3) a pictorial vocabulary lesson on Egypt; and (4) a resource kit on Egypt for classroom use, available free to Indiana teachers. (JB)

ED 316 479 SO 020 647

Notable 1988 Children's Trade Books in the Field of Social Studies.
Children's Book Council, New York, N.Y.; National Council for the Social Studies, Washington, D.C.
PUB DATE- 89
NOTE- 10p.; Reprinted from "Social Education," v53 n4 Apr-May 1989. The books in this annual bibliography were selected by the Book Review Subcommittee of the National Council for the Social Studies--Children's Book Council Joint Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biographies; *Childrens Literature; Cultural Awareness; Culture; Elementary Secondary Education; Fiction; Folk Culture; Geography; Mythology; Nonfiction; Poetry; Reading Materials; *Social Studies; Songs; *United States History; *World History
IDENTIFIERS- *Trade Books

One hundred nineteen trade books are identified in this annotated bibliography. In general, they all (1) were written primarily for children in grades K-8; (2) emphasize human relations; (3) present an original theme or a fresh slant on a traditional topic; (4) are highly readable, and (5) have a pleasing format and, when appropriate, were illustrated. All titles were published in 1988. Reading levels of primary, intermediate, or advanced are indicated. The books are divided into categories, but may be appropriate for multiple categories. The categories include: (1) U.S. history, culture, and life, (2) world history and cultures, (3) geography and the examination of origins, (4) folktales, myths, legends, stories, and storytelling, (5) poetry and songs, (6) biography and autobiography, and (7) understanding oneself and others. The members of the subcommittee who evaluated and selected the books are noted. (JB)

ED 316 542 SP 032 178

Waxman, Hersholt C., Ed.; And Others
Images of Reflection in Teacher Education.
Association of Teacher Educators, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 58p.; Summaries of papers presented at a National Conference on Reflective Inquiry in Teacher Education (Houston, TX, October 1987).
CONTRACT- 400-85-1039
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Comprehension; *Curriculum Development; Higher Education; *Metacognition; Preservice Teacher Education; Research Needs; Teacher Attitudes; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Reflective Teaching

These papers provide summaries of the most important discussions, conclusions, and issues from papers presented at a conference on reflective inquiry in teacher education. The following areas are covered: (1) new images for reflecting about teacher education; (2) reflecting on reflection in teacher education; (3) research on reflection in teacher education; (4) the classical and modern views of reflection; (5) components of rational practice--planning, implementation, and reflection; (6) an analysis of teacher socialization and the reflective practice; (7) a definitional comparison between theory and practice; (8) preferred characteristics of reflective teacher education; (9) criteria for a framework of the knowledge base in teacher education; (10) meaning and implications of reflective teaching for preservice teacher educators; (11) rethinking the rhetoric of "reflective inquiry" in teacher education programs; (12) promoting teacher reflection through structured dialog; (13) methods for fostering teacher education students' reflective analysis of research on teaching; (14) perspectives on a "teacher as reflective decision maker"; (15) reflective self-assessment in student teachers; (16) development of reflective thinking skills about pedagogy; (17) reflective leadership in school principals; (18) reflective concerns facing classroom teachers; and (19) the potential of reflective practice. There are 120 references. (JD)

ED 316 557 TM 014 507

Sawilowsky, Shlomo S.; Markman, Barry S.
GUIL"t".
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Problems; Higher Education; Mathematical Models; Monte Carlo Methods; *Sample Size
IDENTIFIERS- Power (Statistics); Robustness; *T Test; Type I Errors
A problem that often surfaces in the use of the "t"-test is the absence of critical values for common sample sizes. This problem may cause "guilt" on the part of the professor who must advise students when they encounter discrepancies between their own calculations of the degree of freedom and critical values provided in popular statistics and research textbooks. To avoid hazards of interpolating, professors often suggest using a higher or lower critical value, which usually differs only in the thousandths place. The current study is a Monte Carlo investigation comparing the robustness and power properties of the independent means "t"-test when using the correct critical value versus the approximate values under normal and various non-normal distributions at different alpha levels. The results indicate that the lower critical value allows increased chances of making a Type I error. In the worst case, use of the higher critical value resulted in a modest (6.25%) loss in power. Two data tables are provided. (TJH)

ED 316 586 TM 014 568

Herman, Joan; And Others
Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 54p.; Papers presented at the Annual Meeting of the California Educational Research Association (Burlingame, CA, November 16-17, 1989). Graphs on pages 27 and 40-54 are of poor legibility. For a related document, see IR 014 202.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; Decision Making; Elementary Secondary Education; *Evaluation Utilization; *Interviews; *Principals; *School Effectiveness; Standards; Test Interpretation; Test Use
IDENTIFIERS- *Multilevel Evaluation Systems Project CA
This report contains two papers that resulted from the Multilevel Evaluation Systems (MES) Project. The first paper is "Political and Practical Issues in Improving School Boards' Use of Evaluation Data" by Joan Herman. The second paper is "Principals: Their Use of Formal and Informal Data" by Shari Golan and Jeanne Dreyfus. The MES Project consisted of interview studies involving school board members, superintendents, and school principals. The study was designed to determine the sources of information and standards used by these groups to judge the quality of their schools, their interpretation and use of formal tests, and preferences for report content and format. The research was the result of a collaborative project involving the University of California (Los Angeles) Center for Research on Evaluation, Standards, and Student Testing and participating district Research and Evaluation directors who conducted interviews with decision makers. The MES Project's multidisciplinary literature review and examination of district reporting practices were the bases for hypotheses about how principals use data in the real world and the variables that are likely to influence such use. The two papers presented here provide the results of interviews with school board members and with elementary and secondary school principals. Numerous data tables and graphs are included. (TJH)

ED 316 625 UD 027 317

Stamnes, Ann C.
Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Counselor Training; Curriculum Design; High Schools; *High School Students; *Peer Counseling; Program Descriptions; *Sequential Approach; *Urban Schools
Counseling skills can be taught to high school students who enter inner-city peer counselor training programs with few of the interpersonal communication skills that are essential to effective counseling, by using an incremental approach that includes intensive practice. The following skills can be introduced and demonstrated incrementally by the teacher: (1) interested-behavior skills, including eye contact and body language; (2) questioning skills, including the use of open-ended questions to retrieve and develop basic information, and avoidance of an interview approach; (3) feedback skills, including reflective listening; (4) appropriate communication skills for use with adults, peers, and young children; and (5) general counseling skills, including giving feedback, clarifying problems, identifying and selecting options, and teaching problem resolution. Each new skill can then be practiced in role playing sessions in which a student takes the part of the counselor and the instructor takes the part of the counselee. As student proficiency increases, the skills can be practiced in a "fish bowl" session in which students assume the parts of counselor and counselee and the rest of the class observes and assists the counselor in dealing with a real-life concern of the counselee. A list of 10 references is appended. (FMW)

ED 316 638 UD 027 352

Closing the Wage Gap. An International Perspective.
National Committee on Pay Equity, Washington, DC.
PUB DATE- Oct 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparable Worth; *Employed Women; *Foreign Countries; *International Studies; Males; *Salary Wage Differentials; Sex Bias; *Sex Differences
IDENTIFIERS- *International Surveys

This document comprises a report on international progress to close the "wage gap", the differential between the earnings of women and men. Information was gathered on pay equity activities from a survey of government agencies, trade unions, women's organizations, and international bodies. Almost all of the jurisdictions surveyed have addressed the issue of "equal pay for equal work" through both anti-discrimination and equal pay laws. However, not all countries address the undervaluing of female-dominated jobs, "equal pay for work of equal value," even though the issue has been addressed by the International Labor Organization (ILO) and the European Economic Community. Ontario, Canada, currently leads the world in unprecedented legislation enacted in 1987 to require pay equity implementation in both public and private sectors. The wage gap for the following countries is reported: (1) Australia; (2) Belgium; (3) Brazil; (4) Canada and the provinces of Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan, and the Yukon Territory; (5) Costa Rica; (6) Cyprus; (7) Czechoslovakia; (8) Denmark; (9) El Salvador; (10) the Federal Republic of Germany; (11) Finland; (12) France; (13) Greece; (14) Iceland; (15) the Republic of Ireland; (16) Northern Ireland; (17) Italy; (18) Korea; (19) Luxembourg; (20) the Netherlands; (21) New Zealand; (22) Norway; (23) the Soviet Union; (24) Sweden; (25) the United Kingdom; and (26) the United States. Statistical data are included on four graphs. A list of 10 references and a brief description of the National Committee on Pay Equity are appended. (FMW)

ED 316 288 JC 900 155

Fredericksen, Marlene; Slark, Julie
Course Placement Study.
Rancho Santiago Community Coll. District, Santa Ana, Calif.
PUB DATE- Jan 90
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Ability; Academic Achievement; Basic Skills; Community Colleges; Grade Prediction; Grades (Scholastic); *Minority Groups; Questionnaires; Self Evaluation (Individuals); *Student Attitudes; Student Evaluation; *Student Placement; Study Skills; *Teacher Attitudes; Two Year Colleges

Following the implementation of a matriculation plan at Rancho Santiago College (RSC), a study was conducted to examine the appropriateness of student course placement as assessed by faculty and students and to investigate faculty's perceptions of changes in students' skill level preparation over the past few years. Questionnaires were completed in class by the 2,315 students enrolled in 61 classes during the sixth week of the semester, and by the instructor of each section. Major findings of the surveys were as follows: (1) 90% of the students felt that they had been placed appropriately in the courses investigated; (2) there was little difference among student ethnic groups regarding students' perceptions of course placement, although a slightly larger percentage of Asians (8%) thought they should have been placed in a course at a higher level; (3) faculty reported that an average of 78% of the students in their courses has been appropriately placed and that an average of 19% should have been placed in a lower-level course; (4) 12% to 23% of the faculty reported that students' skill levels had worsened over the past two years, with reasoning, writing, and study skills most often cited at lower skill levels; (5) 23% of the students reported feeling underprepared in study skills; (6) there was a significant difference between students' self-reported grades at the time of the survey and students' anticipated final grades; and (7) overall, students more often assessed themselves as prepared for success than did faculty. An appendix contains the responses to each survey question for each course by both students (by ethnic group) and by faculty. The survey instruments are attached. (JMC)

ED 316 346 PS 018 640

Glossop, Robert
Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Jul 89
NOTE- 10p.; Panel Presentation presented at a Symposium about Families (Regina, Canada, July 11-14, 1989). Canada, July 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Attitudes; Conflict; Day Care; Early Childhood Education; *Family (Sociological Unit); *Family Programs; Foreign Countries; *Policy Formation; *Public Policy; Social Change
IDENTIFIERS- *Canada; Family Responsibility
A summary review of facts, figures, and trends concerning family life in Canada reveals patterns of continuity and patterns of change. Generalizations about the average family no longer suffice (if ever they did) as the basis for government policies and programs, corporate personnel practices, and the organization and administration of schools. The interests of families differ, and these competing interests find their expression in the increasingly polarized and politicized debate between those who would change reality in order to fit prescriptive, normative, and moralistic definitions, and those who seek to change the legitimated definitions of family in order to better fit evolving realities of family relationships and responsibilities. The conclusion to be drawn from the portrait of family diversity is that no single or unitary family policy can adequately address the needs of Canada's families. While diversity is a central characteristic of contemporary family life, all families assume common tasks and responsibilities on behalf of their members and society as a whole. By identifying and emphasizing what families do, not what they look like, it is possible to uncover the basis of a realistic definition of family that is useful for public policy development. Challenges of family matters and family change for policymakers are pointed out. (RH)

ED 316 420 SE 051 251

Sangster, Sandra
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Mar 88
NOTE- 82p.; For related documents, see ED 276 734 for Year I and SE 051 250 for Year II.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Enrollment Influences; Females; Foreign Countries; High Schools; *Homogeneous Grouping; Interviews; Males; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Parent Attitudes; Questionnaires; *Sex Differences; *Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Ontario; *Single Sex Classes
To improve female students' attitudes toward mathematics and to increase the enrollment of females in upper level mathematics courses, students enrolled in grade 10, 11, and 12 at A. Y. Jackson Secondary School were placed in sex-segregated math classes. This study focused on four main areas: attitudes, achievement, enrollment, and perceptions of the program. The longitudinal analysis of the attitudes for students provided very little evidence that segregated classes had a beneficial effect on female students' attitudes. The pattern of changes in final mathematics grades differed for the sex-segregated and the comparison groups of students. The possible reasons are discussed. The degree of enjoyment and challenge in math and perceptions of the usefulness of math declined over time to a significantly greater degree for A. Y. Jackson students than for students at the comparison school. Although a sizeable proportion of all A. Y. Jackson students felt that the program had no effect on their attitudes toward, or achievement in mathematics, males were more likely than females to believe that segregated classes had a negative effect on attitudes and achievement; females were more likely than males to believe that the program had a positive or no influence on their attitudes and achievement. Appendices include student and parent questionnaires, interview materials, statistical tables, and responses to the questionnaires. (YP)

ED 316 495 SO 020 701

Education in OECD Countries, 1986-87. A Compendium of Statistical Information.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-13284-8
PUB DATE- 89
NOTE- 132p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L. Street NW, Suite 700, Washington, DC 20036-4095.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Educational Attainment; Educational Finance; Educational Research; *Educational Trends; Enrollment; Graduation; *International Studies; *School Statistics; Students; Teachers
IDENTIFIERS- Organisation for Economic Cooperation Development; Statistical Office of the European Communities; UNESCO
Based on national replies to joint UNESCO/OECD/SOEC (United Nations Educational, Scientific, and Cultural Organization/ Organisation for Economic Co-operation and Development/Statistical Office of the European Communities) educational questionnaires, this compendium of statistical information is the third in a series. It is divided into two parts. Part A gives a general overview of the situation regarding education in 1986-87 and presents, in the form of charts accompanied by brief summaries, a number of the main indicators for comparing educational systems among OECD member countries. Part B deals with six major topics, with a chapter devoted to each: (1) pupils, (2) teachers, (3) students, (4) enrollment rates per year of age, (5) qualifications, and (6) expenditures. The right-hand pages contain both absolute figures and calculations as well as charts showing annual changes between 1985-86 and 1986-87. On the left-hand pages, there is a brief commentary on the information presented. The appendix presents a separate diagram for each member country, summarizing each educational system using the terminology of the country in focus. (JB)

ED 316 599 UD 027 212

Inventory of Policies and Practices Related to Student Failure and Dropping Out.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; Attendance; Discipline Policy; *Dropout Prevention; Educational Policy; *Educational Practices; *High Risk Students; Policy Formation; *Pupil Personnel Services; School Activities; School Community Relationship; School Policy; Secondary Education; *Teaching Methods
IDENTIFIERS- Iowa

This inventory was developed to serve as a working tool to help local education agencies review existing policies and practices that may negatively affect students' achievement and encourage their dropping out, especially in grades 7 through 12. The following areas are covered: (1) instruction; (2) discipline; (3) support services; (4) attendance; (5) student activities; and (6) school/community relations. This inventory enables the user to identify whether or not a policy or practice that is presently being employed at an institution is aggravating or alleviating a given problem, and what alternatives are available to reverse the effects of a dysfunctional policy. A student questionnaire, which can be used to help guide professional decisions regarding changes in policies and practices, is included. A list of 29 resources is also included. (JS)

ED 316 613 UD 027 299

Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
Florida A and M Univ., Tallahassee.
PUB DATE- 88
NOTE- 128p.; For related documents, see UD 027 294-300.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; College Programs; *College Students; Higher Education; *Racial Bias; *School Holding Power; Self Concept; *Violence

This document for participants comprises the proceedings of a fourth national conference on the retention of black college students. The conference consisted of 6 general sessions, 6 special sessions, 40 concurrent sessions, and several special activities. A total of 103 selected papers were presented. The following key topics were explored in roundtables: (1) academic advisement/counseling; (2) academic skills; (3) black male retention; (4) coping mechanisms; (5) faculty involvement and attitudes; (6) graduate student survival; (7) institutional retention data; (8) international student retention; (9) mentoring/role models; (10) motivation; (11) orientation; (12) outreach activities/partnerships; (13) performance standards; (14) precollegiate activities; (15) public policy/state initiatives; (16) recruitment for retention; (17) student leadership/commitment; (18) success in the sciences; (19) support systems; and (20) testing/assessment. A special video session that focused on racism on the college campus featured videos prepared by Iowa State University, Michigan State University, and the University of California at Santa Barbara, and was followed by panel discussions on ethnoviolence and campus unrest. An authority on the "self-esteem conspiracy concept" conducted special workshops on the effect of racism on retention in higher education. Students played important roles as active participants in all events. Biographies of the main speakers, conference schedules, and brief abstracts of the 103 papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

ED 316 302 JC 900 172

MacDonald, Ross B.
Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.
PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; *High Risk Students; *Outcomes of Education; Program Effectiveness; Program Evaluation; Remedial Instruction; Skill Development; Student Characteristics; Student Evaluation; *Tutorial Programs; Two Year Colleges
In 1984, a year-long evaluation was conducted at Los Medanos College (California) of the Language Arts Tutorial Program, a cross-curricular assessment and retention program built around course-specific assessments and tutorial assistance. The primary objective of the evaluation was to measure the effectiveness of the assessment procedure and tutorial intervention. The study compared tutored and non-tutored students and referred and non-referred students. In each semester of the 1983-84 school year, students in nine classes (six general education and three vocational) were targeted for the study. Quantitative and qualitative data sources were used, including surveys, performance data, and interviews. The results indicated that the course-specific identification process corresponded significantly to students' reading ability. The likelihood that a referred student would go to a tutor was related to age, ethnicity, program of study, and courses in which they enrolled. Analysis of interview data and student transcripts indicated that students did not seek tutoring due to lack of time, awkwardness of seeking help, a remedial stigma associated with tutoring, the belief that they did not need extra assistance, a pattern of reading/writing avoidance, and the reception of help from someone other than a tutor. Referred tutored students were more likely to earn higher course grades, complete their classes, and show a greater gain in reading comprehension. Additionally, both faculty and students reported that participation in the tutoring program helped students improve their course performance and their reading, writing, and study skills. Implications for the program are discussed, and a sample examination is attached. (JMC)

ED 316 330 PS 018 618

Otto, Beverly; Sulzby, Elizabeth
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
PUB DATE- Dec 89
NOTE- 39p.; Paper presented at the Annual Meeting of the National Reading Conference (Austin, TX, November 29-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Age Differences; Classroom Research; Enrichment Activities; Individual Differences; *Language Patterns; Literacy; Longitudinal Studies; Performance Factors; *Preschool Children; Preschool Education; *Reading Skills; Special Education; Talent; Weekend Programs; *Writing Skills
IDENTIFIERS- *Emergent Literacy
This descriptive, longitudinal study investigated the emergent literacy skills of 45 children 4 and 5 years of age who were enrolled in an enrichment program for the gifted and talented. In two 10-week sessions conducted in subsequent years, children were requested to write a story and then read it aloud. Of central interest were four questions: (1) What forms of writing and reading were used? (2) What is the relationship between the writing systems chosen by a child and the form of the child's rereading? (3) What differences are observed in the writing and rereading of academically able children? (4) What is the effect of task-related variables on the child's writing? Over a 2-year period, 329 stories were collected. Stories were analyzed using Sulzby's (1985) scheme for classifying the forms of writing and rereading from writing used by young children, and reanalyzed using modifications of that scheme. Considerable variability was found in the use of forms of writing and rereading among subjects, both within successive stories by the same child and between children. Higher levels of writing were not always accompanied by apparently higher levels of rereading. Age differences were noted in children's use of writing and rereading systems. More 5-year-olds used specific higher levels of writing and rereading than did 4-year-olds. Requesting children to write everything they could write resulted in more letter-based writing than did the request to write a story. (Author/RH)

ED 316 389 SE 051 191

Hendrickson, A. Dean
Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 335p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 190 is the Teacher's Guide and Lesson Plans for Level Two.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 2; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Worksheets
Mathematics and the use of mathematical thinking is much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level Two experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level Two program. (YP)

ED 316 510 SP 031 939

Tamura, Linda; And Others
Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; *Japanese; Preservice Teacher Education; *Program Development; Secondary Education; *Second Language Instruction; *Second Languages; Summer Programs; *Teacher Certification
A description is given of Oregon's first and only program to prepare Japanese language teachers for state certification. The program was designed through collaboration by three integral groups: departments within the University, neighboring school districts, and members of the Japanese and business community. The new program, designed to meet the growing demand for Japanese language teachers, inspired the development of model curricula, teaching resources, and innovative events for teachers and students, including a cultural and language immersion day for high school students, a videotape featuring high school teachers using a variety of instructional methods, summer workshops for teachers, a pilot elementary Japanese program, and a developing materials center. (JD)

ED 316 527 SP 032 082

Updegrove, Natalie A.
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
REPORT NO.- QB-90-18
PUB DATE- Jan 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Dietetics; Eating Habits; Exercise; *Health Promotion; Hypertension; *Nutrition; Obesity; *Older Adults; *Physical Health; Stress Management
This publication contains abstracts of books, articles, and research studies on the subject of adult patient nutrition. The materials offer dietary guidelines for mature individuals with a variety of ailments. The citations in this bibliography were entered in the "Agricola" database between January, 1979 and October, 1989. (JD)

ED 316 558 TM 014 508

Huetteman, Julie Doidge; Benson, RoseAnn
Instrument for Curriculum Evaluation.
PUB DATE- 89
NOTE- 18p.; An earlier version of this paper was presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; *Curriculum Evaluation; Educational Objectives; Educational Philosophy; *Evaluation Methods; Field Tests; *Instructional Materials; *Likert Scales; Needs Assessment; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Instrument for Curriculum Evaluation
A comprehensive Instrument for Curriculum Evaluation (ICE) was developed to qualitatively and quantitatively evaluate curriculum materials. The instrument contains 115 statements for assessing 11 aspects of curriculum: philosophy, needs assessment, theme, goals, learning objectives and standards, scope and sequence, field testing, instructor materials, learner materials, learning assessment materials, and cost. A five-point Likert scale, ranging from "very poor" to "very good", is used to evaluate curriculum materials. In addition, a "not applicable" option is listed with each question to aid in accurately rating a variety of curricula for which all 11 aspects may not be included, as well as a comment section for each aspect for open-ended responses. The ICE was examined by a panel of experts for consensual validity and field tested by two groups for interrater reliability, ease of use, and effectiveness. The ICE can be used in formative and summative evaluations by assessing materials during the planning and piloting stages. It is best used with a panel of evaluators. The ICE is provided. (Author/TJH)

ED 316 572 TM 014 530

Hohn, Robert L.; And Others
Instructor-Supplied Notes and Higher-Order Thinking.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Difficulty Level; Higher Education; *Instructional Effectiveness; Lecture Method; *Notetaking; Recall (Psychology); *Teacher Developed Materials; Teacher Effectiveness; *Undergraduate Students
IDENTIFIERS- *Higher Order Skills; *Instructor Supplied Notes; Thinking Skills
The comparative effectiveness of different types of instructors' notes provided during lectures of varying complexity was examined. Ninety-four undergraduates (sophomores and juniors) at a large Midwestern university were presented with 2 taped lectures, each about 60 minutes long. The first lecture was a fact-based description of instructional formats, and the second lecture discussed theories of motivation. Before each lecture, the subjects received either complete or skeletal notes concerning the lecture. After each lecture, students reviewed their notes and then completed a 10-point examination, which assessed application, analysis, and knowledge of instruction objectives. Subjects also completed a brief rating scale assessing the usefulness of the notes provided to them. The best performance on the posttest occurred after the more information-based lecture, with performance on the knowledge portion of the posttest also significantly better. The type of notes appeared to have little effect. No long-term recall was measured. Lecture complexity appeared to be a variable that might be more carefully considered in future research on instructor-provided notes. One table summarizes posttest results. (Author/SLD)

ED 316 316 PS 018 596

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
New Hampshire Association for the Education of Young Children, Concord.; New Hampshire State Dept. of Education, Concord.
PUB DATE- Sep 87
NOTE- 38p.; Pages 29 and 31 contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizen Role; *Committees; Educational Development; *Educational Legislation; Educational Planning; *Financial Support; Guidelines; *Kindergarten; Outcomes of Education; Primary Education; *Program Development; *Program Implementation; Teacher Role
IDENTIFIERS- *New Hampshire; Study Groups

Organized as both a reference document and a how-to-do-it manual, this handbook was prepared to answer frequently asked questions about the value of kindergarten and to assist those interested in securing support to address local needs and to implement kindergarten programs in New Hampshire. Chapter 1 provides a discussion of the rationale for supporting kindergarten. It includes a brief summary of research about early educational experiences and the value of kindergarten, along with answers to questions commonly raised in local communities when the value of kindergarten is debated. Chapter 2 describes the sequence of events involved in initiating a kindergarten, including the role of kindergarten study committees. Chapter 3 offers a working guide to use in undertaking the tasks associated with planning, gaining support for, and designing a kindergarten. Chapter 4 examines the problem of gaining funds for kindergarten, including the steps required in seeking fiscal support from a local school district or town. In Chapter 5, a discussion is presented for those seeking a base of support for kindergartens at the state level. Included is information about the status of kindergartens in New Hampshire and the nation. Chapter 6 explains the design of high quality programs by presenting descriptions of important elements in the operation of a kindergarten program. (RH)

ED 316 374 RC 017 412

Guyette, Susan; Heth, Charlotte
Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
California Univ., Los Angeles. American Indian Studies Center.
REPORT NO.- ISBN-0-935626-29-8
PUB DATE- 85
NOTE- 273p.
AVAILABLE FROM- American Indian Studies Center, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *American Indian Studies; Educational Assessment; *Educational Needs; Evaluation Research; *Needs Assessment; Postsecondary Education; Program Descriptions; *Program Development; *Program Evaluation; Questionnaires; State of the Art Reviews; Surveys
This book is an outgrowth of a project aimed at developing a communication and support network for effectively involving Indian students in the educational process. The book contains two parts. The first part reports on three surveys assessing (1) the current conditions and needs of 107 academic programs of Indian studies (types, financial sources, institutional cooperation, and support programs); (2) occupational needs of 117 Indian communities (community types, job market in the community, and needs for vocational and professional training); and (3) problems and needs perceived by 30 Indian college seniors (causes of dropout and specific educational needs). Major findings are: programs were rated high in financial assistance but low in sharing information on strategies and success stories; the communities indicated high needs for trained people in professional fields, particularly in the humanities-based professions; students reported differences associated with financial problems, cultural pressure, and psychological adjustment. Steps in forming an Indian studies program and institutional barriers that keep Indian students from succeeding are discussed. Based on the research findings, the gaps between available programs and determined needs are summarized, and recommendations are made for program development. The book contains 50 references and the questionnaires used the in surveys. The second part of the book is a directory of 105 programs of American Indians studies. (GGH)

ED 316 406 SE 051 230

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
North Carolina State Dept. of Public Instruction, Div. of Accountability.
PUB DATE- 89
NOTE- 81p.; For a related document, see SE 051 229.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Chemistry; Educational Assessment; High Schools; *Science Tests; Scientific Concepts; *Secondary School Science; State Surveys; Statistical Data; *Student Evaluation
IDENTIFIERS- *North Carolina; *Science Achievement

The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report describes: (1) "Characteristics of Chemistry Students"; (2) "Student Performance on the Core Test"; (3) "Combining Performance and Participation: Yield and Effective Yield"; (4) "Anticipated Final Grades and Scores on the Core Test"; and (5) "Average Performance on the Curriculum Test." Each Chemistry student took a test containing 60 common or core items and one of four different sets of 40 items during the final days of the school year. The average core score was 37.5, or 62.5 percent correct. Performance on the core test differed by parental education, sex, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Chemistry in the tenth grade had higher average scores than students at any other grade level. Performance and participation rates in educational regions and public school systems, and state percentile tables for 1989 are provided in the appendices.(YP)

ED 316 436 SE 051 269

Berkheimer, Glenn D.; And Others
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 90
NOTE- 31p.
GRANT- MDR-855-0336
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *Concept Formation; *Concept Teaching; Curriculum Development; Curriculum Research; *Elementary School Science; Grade 6; Intermediate Grades; *Misconceptions; *Science Curriculum; *Scientific Concepts
IDENTIFIERS- *Conceptual Change Theory of Knowledge
During the last 10 years, cognitive science researchers have produced research findings that have great potential for increasing students' understanding of science. However, commercial publishers continue to produce textbooks and teacher's guides in traditional ways. This project developed a prototype unit which used an alternative approach to curriculum development. The unit was a rewritten version of the existing "Models of Matter" unit. The curricular decisions were based on an extensive program of research in student conceptions and classroom teaching using preclinical interviews, pretests, classroom observations, journals by collaborating teachers, post-clinical interviews, and posttests. Five curricular issues discussed are: (1) macroscopic and molecular conceptions; (2) epistemological status of molecules; (3) physical characteristics of molecules; (4) nature of scientific explanations; and (5) need to balance scientific elegance and student comprehension. This paper argues that fundamental rethinking of science education curriculum is in order and research findings can be used to improve student achievement in science in basic areas such as kinetic molecular theory. (Author/YP)

ED 316 451 SO 020 391

The Louisiana Slide Library; A Humanities Program. Bulletin 1755.
Louisiana Council for Music and Performing Arts, New Orleans.; Louisiana State Dept. of Education, Baton Rouge. Arts and Humanities Section.
PUB DATE- 86
NOTE- 173p.; Printed on blue paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Ethnic Studies; Handicrafts; *Humanities; Instructional Materials; Natural Sciences; Nonprint Media; Resource Materials; Slides; Social Studies; *Visual Arts
IDENTIFIERS- *Louisiana

The Louisiana Slide Library is an extensive collection of slides, lectures, and tapes designed for use in the arts, the humanities, social and ethnic studies, languages, home economics, careers, crafts, and special education. This bibliography lists these slide sets and indicates the grade level intended for each set and the number of slides in the set. If a tape is included, tape time is also indicated. Annotations provide information concerning the subject matter of the slide sets. Twenty-three slide sets are listed under the heading "American Studies," 13 under "Art Appreciation," 21 under "Art History," 42 under "Arts of the World," 26 under "Communication and Social Commentary," 8 under "Creative Expression," 13 under "Environment/Technology," 29 under "Foreign Language," 14 under "Great Museums of the World," 9 under "The History of Music," 15 under "Individual Artists," 58 under "Louisiana Studies," 40 under "Natural Sciences," 7 under "Religious Themes," 39 under "Teaching and Understanding the Arts," 29 under "Teaching and Understanding the Crafts," and 94 under "Special Sets." (JB)

ED 316 465 SO 020 579

Mason, Mary Teague
Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
Emory Univ., Atlanta, GA. Carter Center.; Institute of the Americas, La Jolla, CA.
PUB DATE- Jan 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; *Democracy; Economics Education; Foreign Countries; *Government (Administrative Body); *Latin Americans; Politics; Secondary Education; Secondary School Curriculum; Social Class; Social Differences; Social Studies; Social Systems; Surveys; Units of Study
IDENTIFIERS- *Latin America
The purpose of this guide is to help teach secondary school students about democracy in Latin America. Lesson 1 covers "Definitions of Democracy," and instructs students to compare and create such definitions. Lesson 2," The Importance of a Democratic Tradition," uses flow charts to enable students to understand and describe how governments in Latin America have been affected by the democratic tradition. Lesson 3, "Social Classes and Democracy," employs student groups and panel discussion to teach about problems and objectives of Latin American social groups and their impact on democracy. Lesson 4, "Economics and Democracy," gives students experience in conducting a survey, analyzing and comparing data, and drawing conclusions from collected data. Lesson 5, "Human Rights," uses student lists of basic rights, the Universal Declaration of Human Rights, and interview results to teach about human rights. Lesson 6, "Democracy on the Rise in Latin America," emphasizes map skills and almanacs to teach about the development of democracy and changes in forms of government in Latin America. In Lesson 7, "What Future for Democracy in Latin America?" students discuss and draw conclusions about U.S. intervention in Latin American affairs. The appendix consists of a pre-test and a "Lesson Assessment Sheet." (AS)

ED 316 480 SO 020 648

Sperry, Robert
Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
PUB DATE- Mar 89
NOTE- 155p.; For related documents, see ED 310 991-993 and ED 310 998.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum; *Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; Libraries; Postsecondary Education; Public Schools; *Research Tools; Resource Materials; Teacher Education; *Teachers
IDENTIFIERS- *Papua New Guinea
This bibliography of English-language materials on education in Papua New Guinea is divided into two sections. The first section consists of books, reports, and documents and contains 1252 items. There are 343 items in the second section made up of journal articles and chapters of books. The materials cover all aspects and levels of education. (JB)

ED 316 543 SP 032 181

Zimpher, Nancy L.; Rieger, Susan R.
Using Research Knowledge to Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
Ohio State Univ., Columbus. Research Foundation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 88
NOTE- 614p.
CONTRACT- 400-85-1043
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Program Development; *Program Implementation; Research Utilization; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Ohio (Franklin County)
This 3-year project, part of an ongoing collaborative program development effort, is aimed at improvement of teacher education between Ohio State University and five Franklin County (Ohio) school districts. The project established a pilot program to help beginning teachers explore their own needs and classroom processes with the assistance of mentor teachers. Data was also collected about induction through involvement with teacher participants and through evaluation of the pilot effort toward the creation of a demonstration induction year project. The first section presents an overview of the project. Section 2 explains in detail and analyzes the findings from 10 project outcome questions and 11 project implementation questions which guided the study. The project implementation questions document specific aspects of the project and describe what actually occurred during the development and implementation years. Section 3 is a practice profile which provides an outline for developing and implementing an induction program for inquiring professionals. The first part of this section describes the project demographics and the second part describes the implementation requirements. The final section consists of 24 appendices which elucidate critical features described in the report and present clarifying details on the key features of the project. (JD)

ED 316 289 JC 900 156

Russell, Suzi; Slark, Julie
Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
Rancho Santiago Community Coll. District, Santa Ana, Calif.
PUB DATE- Mar 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Interviews; School Holding Power; *Student Attrition; *Student Educational Objectives; Two Year Colleges
In 1989, staff from Rancho Santiago College's (RSC's) research office conducted telephone interviews with a random sample of 255 out of the 17,359 former students who attended RSC in spring 1989 but did not return for the next semester. The study was conducted to determine why students did not return, whether they accomplished their educational objectives while attending RSC, and how they assessed the college. Major findings of the survey were as follows: (1) 63% of the nonreturning students were White, 17% were Hispanic, and 15% were Asian; (2) the average age of the RSC students was 33; (3) 43% had a grade point average of 3.0 or higher; (4) 30% had only attended RSC for one semester, 19% had attended for two semesters, and 26% had attended for three or four semesters; (5) 67% worked 21 to 40 hours while at RSC; (6) only 13% of the respondents frequently used the library or student services, talked with an instructor, or went to the campus for some other purpose than to attend class; (7) 84% were not attending another college at the time of the survey; and (8) 19% did not return because of a conflicting work schedule, 16% due to family or personal problems, 13% for a medical reason, and 11% because they graduated or completed their objective. The survey instrument is appended. (JMC)

ED 316 360 RC 017 394

Chaib, Mohamed
Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
PUB DATE- 88
NOTE- 14p.; Paper presented at the ICASE World Conference on Science Education (Canberra, Australia, July 1988).
AVAILABLE FROM- University-College of Jonkoping, P.O. Box 1026, S-55111 Jonkoping, Sweden
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Change; Educational Research; Elementary Education; *Environmental Education; Foreign Countries; *Rural Education; Rural Environment; *Student Attitudes; Student Reaction
IDENTIFIERS- *Environmental Attitudes; Environmental Education Research; *Sweden
Two studies in southeastern Sweden examined rural children's conflicting attitudes toward environmental change in the local community. Following a yearlong curriculum in environmental studies, 14 fifth and sixth graders in Ramkvilla were presented with an imaginary scenario involving the construction of a new factory. Their small, somewhat idyllic community has been dependent on agriculture and tourism. Negative and positive consequences of the new industry were integrated into the scenario. Content analysis of students' written responses revealed consistently strong positive attitudes toward the change in the areas of "more children in school" and "more jobs in the community" and negative attitudes in the area of "consequences for nature." In a similar study in Mullsjo, 25 students in grades 3-6 who had completed a yearlong environmental curriculum wrote essays about the changes they would meet in the future and their attitudes toward these changes. The strength of students' attitudes were affected by the interaction of: (1) perception of the geographical or historical distance of the change; (2) whether the change was viewed as positive or negative; and (3) whether the change was viewed with empathy or indifference. These results illustrate rural students' conflicting attitudes toward environmental change. To avoid fostering such conflicting feelings, environmental education must employ a global perspective on society and its future, and must incorporate cultural and ecological development relationships. (SV)

ED 316 421 SE 051 252

Cox, Gerry L.
Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
PUB DATE- 87
NOTE- 32p.; For a related document, see SE 051 253. Paper presented at the Liberal Arts Network for Development Conference (Lansing, MI, February 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; Computer Managed Instruction; *Course Evaluation; Higher Education; *Individualized Instruction; Mathematical Enrichment; Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics Skills; Mathematics Tests; Pacing; *Remedial Mathematics; Two Year Colleges
This study evaluated the effectiveness of the curriculum for a remedial mathematics program administered as an audio-tutorial self-paced class at Lake Michigan College. Twelve variables were selected for analysis, including pretest scores, mathematics skills test scores, final grades, time spent, age, gender, and attitude from 247 students enrolled in fall, 1987. The frequency distribution of grades, regression analysis, factor analysis, and number of subunits repeated are reported. The strengths and weaknesses of the course are discussed. Appendices include the course schedule, a 56-item mathematics proficiency test, and an attitude test. (YP)

ED 316 528 SP 032 083

Ostby, Jan M.
Worksite Health Promotion. Special Reference Briefs.
National Agricultural Library, Beltsville, MD.
REPORT NO.- SRB-09-03
PUB DATE- Nov 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Health Promotion; Lifestyle; *Occupational Safety and Health; Prevention; *Program Development; *Quality of Working Life; *Work Environment
This bibliography is a selection of citations dealing with various aspects of worksite health promotion. The first section contains general interest publications found in popular newspapers and magazines. The second section contains citations and abstracts taken from the Food and Nutrition Information Center. This section includes reference materials (guides, resources, bibliographies, and various perspectives) which may be helpful to the employer who is interested in developing a health promotion program as well as the professional who desires background information on the worksite wellness movement in general. The third section contains citations and abstracts from the Food and Nutrition Information Center subfile of the "Agricola" database which describe or evaluate various worksite health promotion programs. (JD)

ED 316 587 UD 026 579

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
Domestic Policy Council, Washington, DC.
PUB DATE- Dec 86
NOTE- 81p.; Prepared by the Low Income Opportunity Working Group. For other volumes in this series, see UD 026 580-584 and UD 027 261.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Federal Government; *Federal Programs; Federal State Relationship; Government Role; *Policy Formation; Poverty; *Poverty Programs; *Program Evaluation; *Program Improvement; Public Policy; State Programs; *Welfare Services
IDENTIFIERS- Dependency (Economic); Proposed Legislation

This report, along with its supplemental volumes, assesses the welfare system and its successes and failures, describes the frustrations felt by the poor in the United States, and proposes a basic change in public assistance policy. America's state and federal governments spend more than $150 billion a year on programs to alleviate poverty, yet poverty continues to be a problem. Weaknesses within the centralized welfare system contribute significantly to the persistence of poverty in America. The following recommendations are offered: (1) the welfare system must be treated as a system; (2) no "national" welfare reforms should be proposed or supported without first being locally tested; (3) reform goals should be adopted that comprehensively define federal requirements for reform, allow maximum flexibility for state- and community-based reform efforts, and retain the current federal-state financing commitments; (4) the Federal Government should initiate a program of widespread, long-term experiments in welfare policy through state-sponsored and community-based demonstration projects; and (5) legislation should be proposed to implement the experimental program and ensure that its useful results are gradually incorporated into the national public assistance system. The report discusses findings, the potential for reform, and the proposal for a new national welfare strategy. Section I is the President's call for action. Section II describes the features and failures of the current system. Section III analyzes the weaknesses in the system and describes the potential for reform. Section IV presents the new strategy and proposes policy goals. Data are illustrated on 12 tables and figures. Sixty notes are included. (BJV)

ED 316 600 UD 027 224

Housing and Homelessness: A Report.
National Alliance to End Homelessness, Washington, DC.
PUB DATE- Jun 88
NOTE- 72p.; Table, pages 64-67, contains photoreduced type of poor legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Demography; *Homeless People; *Housing; Housing Industry; *Housing Needs; *Housing Opportunities; Human Services; *Individual Characteristics; Low Rent Housing
IDENTIFIERS- Single Room Occupancy

This report focuses on options for rehousing the individuals and families who are currently homeless in America, and on strategies for preventing homelessness of additional people. As many as 736,000 persons are estimated to be homeless on any given night, and between 1.3 million and 2 million different individuals may experience homelessness at some point during the year. The following characteristics of the homeless are outlined: (1) families comprise about 25 to 33 percent of the homeless population, the majority of which are female-headed; (2) mentally-ill individuals and alcohol or substance abusers comprise 50 percent of the homeless; and (3) the remaining 25 percent of the homeless population includes employable individuals, those for whom some form of training is required before employment, and small segments comprised of the elderly, the physically disabled, and veterans. The following strategies are suggested: (1) expand the supply of low-income housing; (2) preserve the existing subsidized housing stock; (3) reassess welfare allotments; (4) improve single-room occupancy (SRO) housing; (5) reduce housing costs through innovative design and regulation; (6) create alliances among public, private, and nonprofit housing providers; and (7) develop counseling and assistance programs for those at risk of homelessness. Statistical data are included on four tables. Estimates of the homeless population by city, the results of local studies of the characteristics of the homeless, and a list of 38 references are appended. (FMW)

ED 316 626 UD 027 319

Education That Works: An Action Plan for the Education of Minorities.
Massachusetts Inst. of Technology, Cambridge. Quality Education for Minorities Project.
PUB DATE- Jan 90
NOTE- 139p.; For summary report, see UD 027 320.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; *Community Involvement; Economic Factors; Educational Change; *Educational Improvement; *Educational Planning; Educational Quality; *Education Work Relationship; Elementary Secondary Education; *Family Involvement; *Minority Group Children; Preschool Education

This report presents a plan for improving the education of minority students in the United States. Section 1 is an introduction. Section 2 presents the goals for improvement of minority education by the year 2000. Section 3 discusses why the United States needs an educational system that works for all students. Section 4 discusses the minority experience in American education. Section 5, "A Closer Look," presents profiles of each of the following minority groups: (1) Alaska Natives; (2) American Indians; (3) Black Americans; (4) Mexican Americans; and (5) Puerto Ricans. Section 6, "Why We Are Behind," discusses the myths about educating minority students, and other obstacles to a quality education. Section 7 discusses restructuring American schools to achieve quality education for all students. Section 8, "The Action Plan," covers the following aspects of the plan: (1) guidelines; (2) vision; and (3) recommended strategies for achieving quality education for minorities. Section 9 discusses the roles of family and community, and public and private responsibilities for improving the education of minority students. Section 10 discusses how to meet this challenge. Section 11 presents a proposal for a first step toward improving education. Section 12 discusses the estimated costs of achieving the goals stipulated in the plan. Section 13 presents a list of 60 related readings. Eight tables and four figures are included. The following information is appended: (1) charts of action plan roles and responsibilities; (2) definitions of ethnic group labels; (3) lists of project participants; and (4) a list of commissioned papers. (JS)

ED 316 639 UD 027 353

The Cost of Pay Equity in Public and Private Employment.
National Committee on Pay Equity, Washington, DC.
PUB DATE- Dec 84
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Comparable Worth; *Cost Estimates; *Employer Attitudes; *Labor Economics; *Program Costs; *Program Implementation; Salary Wage Differentials; Surveys

Implementing the principle of equal pay for work of comparable value, usually called "pay equity" or "comparable worth," should not be a major problem for either the public or private sectors. Information was analyzed from a survey of 24 State and local public sector employers involved in the implementation of pay equity, telephone interviews with 15 private sector employers involved in the implementation of pay equity in 9 different industries, and personal interviews with a cross-section of 15 other private sector employers about their views on pay equity and its prospects for voluntary implementation. Three brief case studies were also developed from the public sector sample to provide fuller information on costs and the complex processes involved. The following conclusions are outlined: (1) the experience of the public sector indicates that improvements in equity are making moderate increases in proportion to the employers' ability to pay, and that implementation becomes less difficult over time; (2) accurate cost estimates are impossible to obtain because the issues involved are still emerging and fear of lawsuits inhibits the flow of information in the private sector; (3) costs will be influenced by the extent of pay equity remedies and the reliability of job evaluation methods; (4) prospects for voluntary implementation in the private sector are likely to improve as more employers implement plans creating competition for labor; and (5) private employers appear to be committed to pay equity as a good business practice. The following material is appended: (1) five tabular summaries of the public sector survey responses; (2) the 1982 New York State Salary Table used in the public sector survey; and (3) a copy of the public employer survey questionnaire. (FMW)

ED 316 331 PS 018 619

Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
Clemson Univ., S.C. Cooperative Extension Service.
PUB DATE- Jan 89
NOTE- 170p.; For related documents, see PS 018 620-621. Lesson plans contain segments with green ink on green background.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Coping; Guidelines; Health; *Infants; *Learning Activities; Lesson Plans; Listening; Nutrition; Parent Education; *Parenting Skills; Parent Role; *Preschool Children; Readiness; Safety; Self Concept; Self Control; Social Support Groups

Instructional materials on parenting skills for parents of newborn through 4-year-old children are provided, with teaching guides for extension service agents. Organized as a series of nine leaflets followed by nine corresponding lessons, leaflets for parents concern: (1) an overview of the leaflets; (2) readiness: guiding normal development; (3) esteem: facilitating a healthy self-concept; (4) nutrition: developing good eating habits; (5) empowerment: achieving self-discipline; (6) wellness: keeping children healthy and safe; (7) adaptability: coping with parenting; (8) listening: communicating with children; and (9) supports: seeking help. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the nine corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement for the instructor, describe learning activities for parents, and list references. (RH)

ED 316 347 PS 018 641

Mirabelli, Alan
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Jul 89
NOTE- 11p.; Paper presented at a Symposium about Families (Regina, Canada, July 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Characteristics; *Family Life; Family Problems; Foreign Countries; *Mass Media Use; *Parent Role; *Social Change; *Television Viewing
IDENTIFIERS- *Canada; Media Habits
This presentation offers one perspective on Canadians' use of television. Daily life in Canada is inspected in an effort to discern what it is about the way of life in Canada that makes Canadians need television to the extent that they do. Much of the public discourse on television and children focuses on perceived negative influences. Rarely highlighted are things the medium does well. Research of the last 30 years has sufficiently illuminated television's influence on children. These research results are outlined briefly. The discussion develops a perspective on Canadian family life, specifies the way television is used in Canada, and examines some of the influences of television. Concluding discussion offers suggestions as to how parents and society can come to terms with television. (RH)

ED 316 390 SE 051 192

Hendrickson, A. Dean
Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 271p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 193 contains the worksheets for the Level Three program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 3; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. Background material for parents is provided. Assessment record sheets are presented. A total of 52 activities on the following concepts and skills are included: (1) computation; (2) numeration; (3) fractions; (4) geometry; (5) arithmetic operations; (6) problem solving; (7) number relations; and (8) logic. (YP)

ED 316 481 SO 020 649

Linden, Fabian; Ryscavage, Paul
How We Live: Then and Now.
Bureau of the Census (DOC), Suitland, Md.; Conference Board, Inc., New York, N.Y.
PUB DATE- Apr 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Academic Achievement; Blacks; *Demography; Females; Housing; Living Standards; Older Adults; Place of Residence; Population Distribution; *Population Trends; Poverty; Productivity; Quality of Life; *United States History
IDENTIFIERS- Bureau of the Census

The 20th century has brought many demographic changes to the United States. This booklet briefly relates some of those changes and provides many charts and graphs to illustrate the changes graphically. The century has been one of population growth, but the rate of growth has slowed since the 1950s. The population is mobile, with more than two out of five people changing their place of residence every five years. There are now more young singles, more divorced, more children in single-parent homes, and more widows. More mothers work outside the home than ever before. Average house size has increased, and more people now own their own home though the cost of doing so has increased also. Life expectancy has risen, largely due to extraordinary progress in reducing illness, but medical costs have soared. Each generation in the United States has so far achieved a higher level of education than the one before. Worker productivity has increased along with wages. More women have entered the work force, but most still earn substantially less than men. Blacks have made significant gains, but are still substantially less well off than their white counterparts. There are more elderly now, and their economic well-being has improved. Advances have been made in the war on poverty, but these have slowed recently. A growing middle class has higher earnings and larger assets, and recreation has become not an option, but a vital ingredient in good health. A 39-item bibliography is included. (JB)

ED 316 496 SO 020 703

Johnson, Dwight L.; And Others
We, the Asian and Pacific Islander Americans.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Sep 88
NOTE- 26p.; For related document, see SO 020 704.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian Americans; *Census Figures; Charts; *Demography; Ethnic Groups; Minority Groups; *Pacific Americans; *Profiles
IDENTIFIERS- Census 1980

Demographic data are presented about the people who have immigrated to the United States from Asia and the Pacific Islands. Twelve figures (pie charts, bar graphs, and maps), and eight tables provide detailed, statistical information on such things as (1) distribution of Asians and Pacific Islanders in the United States, (2) states with the largest percent of Asian and Pacific Islander populations, (3) median age, (4) percent in the labor force, (5) percent high school graduates for those over 25, (6) businesses owned by these immigrants, and (7) median value of homes, and other topics. The data are based on 1980 census figures. A narrative account summarizes the information found in the charts and tables. For example: Asians and Pacific Islanders living in the United States numbered 3.7 million in 1980, with 58 percent living in the west. Their median age was 28.4 years, and the average family size was 3.8 persons. Of those aged 25 years and older, 75 percent were at least high school graduates compared to 66 percent nationally, and 33 percent were college graduates, compared with 16 percent of the total population. Sixty-seven percent of Asians and Pacific Islanders participated in the labor force. They owned more than 200,000 firms, 92 percent of which were operated as individual proprietorships. The median family income for Asians and Pacific Islanders was $22,700, and about 13 percent of the individuals were in poverty. Fifty-two percent owned or were buying their own homes, with the median value at $83,900. Teachers and curriculum developers will find this document a resource for developing multicultural lessons and activities. (JB)

ED 316 511 SP 031 955

Meis, Ruby L.; Hall, Burnis
Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *College School Cooperation; Elementary Secondary Education; Higher Education; Needs Assessment; *Participative Decision Making; *Program Development; *Program Implementation; Staff Development; *Teacher Attitudes
IDENTIFIERS- Staff Development for School Improvement Program
The Staff Development for School Improvement Program (SDSI) at Eastern Michigan University (EMU) and Wayne State University (WSU) is an exceptional undertaking, designed to promote school improvement through the cooperative actions of EMU and WSU, and public schools. In the program, a university faculty member (facilitator) is assigned to work with the staff of a designated school to design and implement a staff development project. The use of a participatory decision making model (the six-step process), and the adoption of a project which results in improvement of the instructional environment, are the two primary outcomes expected from the SDSI. A survey was developed focusing on the perceptions of the key players, teachers, building leadership teams, principals and university facilitators relative to the expected outcomes of the six-step process-participatory decision making and adoption of a project which results in improvement of the instructional environment. Basic general recommendations offered cover two areas: (1) the perception of the teachers of the six-step process and how it related to expected educational outcomes; and (2) the preparation of the facilitator in assisting the teachers. (Author/JD)

ED 316 559 TM 014 509

Huetteman, Julie Doidge
Content Assessment of Selected College Health Textbooks.
PUB DATE- 89
NOTE- 24p.; An earlier version of this paper was presented at the National Convention of the American College Health Association (Washington, DC, May 23-June 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; *College Instruction; Content Analysis; *Health Education; Higher Education; Illustrations; *Layout (Publications); Mental Health; Photographs; *Readability; Statistical Analysis; Tables (Data); Textbook Content; *Textbook Evaluation
IDENTIFIERS- Frequency Analysis; SMOG Readability Formula

Six college health textbooks published between 1980 and 1987 were analyzed to determine the extent of coverage of 10 selected content areas from "Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention." Content areas assessed included: motor vehicle accidents, alcohol and drug misuse, teenage pregnancy, sexually transmitted diseases, mental illness, suicide and homicide, smoking, nutrition, exercise and fitness, and stress. Data collection instruments were created for tabulation of textbook page space of four textbook characteristics: text, photographs, tables/charts/illustrations, and "other" characteristics. Readability level was determined using the SMOG formula. A mean of 40.34% of the total content space of the textbooks was devoted to the 10 selected content areas. Motor vehicle accidents, mental illness, and suicide and homicide were not addressed in every textbook. Alcohol and drug misuse accounted for the greatest amount of content space (10.47%). Text comprised the greatest amount of textbook characteristics space (47%). Mean SMOG readability levels of the textbooks ranged from 12.04 to 14.55. Two tables and 11 sets of graphs are provided. (Author/TJH)

ED 316 573 TM 014 533

Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- Nov 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- County School Districts; Elementary Secondary Education; *Enrollment Projections; Enrollment Trends; Expectancy Tables; *High School Graduates; High Schools; *Private Schools; *Public Schools; *School Statistics; State Norms; State Surveys
IDENTIFIERS- *New York

Eight tables providing statistics on projected public and non-public school enrollment and high school graduates for New York State in 1998-99 are presented. The first table covers trends and projections of public and non-public school enrollment in New York State from 1960-61 to 1998-99. Tables 2 through 8 include data for the years 1989-90 to 1998-99. The second table presents projections of public and non-public school enrollment by elementary and secondary grade grouping. The third table provides projections of public school enrollment by grade. The fourth table presents projections of non-public school enrollment by grade. The fifth table provides projections of public school enrollment by region. The sixth table presents projections of non-public school enrollment by region. The seventh table provides projections of regional and county public school enrollment totals. The eighth table presents projections of regional and county totals for high school graduates from public and non-public schools. A summary and discussion of methodology are included. (TJH)

ED 316 614 UD 027 300

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
Florida A and M Univ., Tallahassee.
PUB DATE- 89
NOTE- 92p.; For related documents, see UD 027 294-299.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Persistence; *Black Students; *College Students; Higher Education; *School Holding Power; *Standardized Tests; *Testing Problems
IDENTIFIERS- Graduate Record Examination; Scholastic Aptitude Test

This document for participants comprises the proceedings of a fifth national conference on the retention of black college students. The conference consisted of 2 preconference workshops, 7 general sessions, and 21 concurrent sessions. A total of 68 selected papers were presented. Preconference workshops focused on the freshman year experience and preparation for the Graduate Record Examination (GRE) general test. General sessions explored the pros and cons of standardized testing and assessment, the deficiencies of the Scholastic Aptitude Test (SAT), a description of a national program for designing and implementing support services for minority students, and statistics projecting the status of minorities in higher education in the 21st century. Conference papers covered a wide range of retention-related topics including the preparation for and use of standardized tests, and descriptions of effective retention programs. Students played important roles as active participants in all events. Biographies of the main speakers, conference schedules, and brief abstracts of the 68 papers are included. (FMW)

ED 316 303 JC 900 173

Turner, Anita P.
A Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
North Shore Community Coll., Beverly, Mass.
PUB DATE- 90
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; *Continuation Students; *Continuing Education; *Educational Attainment; *High School Equivalency Programs; Student Attitudes; Student Attrition; Student Certification; Student Characteristics; Student Educational Objectives; Student Needs; Two Year Colleges
A study was conducted to determine factors leading to the success of General Educational Development (GED) recipients at North Shore Community College (NSCC). The sample population consisted of 160 GED recipients who had attended more than one semester at NSCC, declared a major, and earned a grade point average (GPA) of at least 1.00. The survey asked students for background information, reasons they enrolled in the GED program, post-GED college experiences, and suggestions for the program. Responses from 87 students were analyzed to identify the most significant factors influencing the success of GED recipients in higher education. Data indicated that GED recipients enrolled, matriculated, and earned above average cumulative GPA's in higher education. Significant factors in GED recipients' college success included self-motivation; referral/support of family, friends, and college staff; consistent contact with one program coordinator and/or advisor; and use of college services. Six relevant factors were also identified: (1) participation in a formal GED preparation program and formal completion of at least the 10th grade facilitated success in higher education; (2) age was not a significant determinant of success; (3) those with higher GED scores did not necessarily go on to earn higher cumulative GPA's; (4) working full-time seemed to negatively influence academic achievement, while working part-time seemed to have no influence; (5) in a multi-campus setting, class attendance at two campuses had little effect on cumulative GPA's; and (6) students who used public transportation to get to campus appeared to have lower cumulative GPA's than those who drove. Appended are the survey instruments, data highlights and analysis, and a detailed description of the research methodology. (WJT)

ED 316 317 PS 018 604

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1989-90.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 90
NOTE- 31p.; For 1988-89 Process Evaluation Report, see ED 305 180.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Cognitive Development; *Compensatory Education; Formative Evaluation; High Risk Students; Language Acquisition; Parent Participation; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Psychomotor Skills; Public Schools; *School Readiness; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw Public Schools MI
During the first half of the 1989-90 school year, the Chapter 1 Prekindergarten program of the Saginaw, Michigan school district screened 421 children and served 377. Process evaluation activities consisted of an on-site, half-day classroom observation of each of the 13 prekindergarten teachers' classrooms. The observation instrument focused on cognitive and psychomotor activities, parent participation and education activities, and language development and scheduling activities in the classrooms. Observations revealed that: (1) with the exception of the activities of grouping and regrouping, activities to meet daily objectives were taking place in all classrooms; (2) a record of parent participation was being maintained in all classrooms; (3) labels were posted on objects in the classrooms to assist in word recognition; (4) teachers were employing language production and enhancement techniques, but with wide variation in frequency; and (5) methods used to schedule free play varied widely. Overall, the program is operating as planned, though some areas of operation could be improved. Appendices provide a list of participants, an activity observation checklist and key, an associated language observation instrument, and data on teachers' use of language production and enhancement techniques. (RH)

ED 316 375 RC 017 413

Joe, Jennie R., Ed.
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
California Univ., Los Angeles. American Indian Studies Center.
SPONS. AGENCY- California Council on Humanities.
REPORT NO.- ISBN-0935626-33-6
PUB DATE- 86
NOTE- 137p.; Papers presented at the Annual Conference on Contemporary American Indian Issues (8th, Los Angeles, CA, February 21-22, 1985).
GRANT- 84-HCI-21
AVAILABLE FROM- American Indian Studies Center, 405 Hilgard Ave., UCLA, Los Angeles, CA 90024 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian Reservations; American Indians; *American Indian Studies; *Federal Indian Relationship; Older Adults; Relocation; Rural Urban Differences
IDENTIFIERS- American Indian Religious Freedom Act 1978; Indian Reorganization Act 1934; Office of Economic Opportunity
American Indians have suffered a series of alterations in federal/tribal relations with rebuilding of Indian communities revived one moment but dashed the next by changes in national policy. This collection of papers focuses on consequences of an ever-changing American Indian policy and its impact on the lives and cultural values of American Indians. Major topics are: (1) the Indian New Deal, accompanied by both policy contradictions and successful revitalization of tribal viability under the Office of Economic Opportunity; (2) the Indian Reorganization Act and its contributions to the instability of tribal governments on some reservations and the legal course of Public Law 280 (transferring federal civil and criminal jurisdiction over Indians to some states); (3) pro-Indian legislation of the 1970s, including the American Indian Religious Freedom Act; (4) economic issues and economic development projects in three different Indian communities; (5) federal funding priorities and higher education policies manipulating Indian education; (6) Native American languages and communication norms that could enhance the education of Indian children and open new linguistic research avenues; and (7) a recent study of the Indian elderly that highlights differences between the rural and urban populations. This book contains 183 references. (DHP)

ED 316 407 SE 051 231

Meyer, Linda A.; And Others
Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 35p.
GRANT- G-0087-C1001-90; NSF-MDR-85-50320
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Science; *Family Environment; Family Influence; *Parent Student Relationship; Primary Education; Reading Ability; Science Tests; Scientific Concepts
This report presents descriptive and correlational results from questionnaires administered to parents and tests administered to two groups equalling approximately 650 children from kindergarten, first, and second grade. The primary question addressed is, what is the relationship between what parents report that they do with their children in terms of activities, home-process variables, books, and other experiences and the children's science concept and process acquisition? At kindergarten-level, correlations of the indices developed from the parent questionnaires and the Wide Range Achievement Test (WRAT), the Test of Basic Experiences (TOBE-2), and Chicago Reading tests showed significant relationships on all levels. At the first grade level, significant relationships were found between the six subscores of the Error Detection Test, CIRCUS-Think It Through, and the TOBE-2. At the second grade level, results from the Sequential Test of Educational Progress (STEP) Science test and criterion-referenced tests correlated significantly with parent indices, except for experiences with parents. Science questionnaires for the parents of kindergarten, first, and second grades students are appended. (YP)

ED 316 437 SE 051 270

Nuding, Barbara A.
Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-500.2
PUB DATE- Sep 85
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geometry; Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Mathematics Tests; *Measurement; Secondary Education; *Secondary Schools
IDENTIFIERS- New Jersey
This monograph is written for teachers of students in grades seven to nine to heighten awareness of the skills in the measurement and geometry cluster of the New Jersey High School Proficiency test (HSPT) and to suggest strategies for teaching them. Eleven skills in the HSPT measurement and geometry cluster are grouped according to type of cognitive task. The tasks are presented in order of increasing complexity. The four types of tasks are: identifying, computing, applying a formula, and simplifying. A framework for instruction is included. The statement of the skill, the statement of the conditions for testing, actual test items, enabling skills, and instructional activities are included for each of the skills. A list of geometry resources and a table of state averages of the 11 skills of the HSPT in 1984 and 1985 are appended. (YP)

ED 316 452 SO 020 405

Housing in America 1985/86. Current Housing Report.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Mar 89
NOTE- 111p.; Color coded (shades of blue) graphs used throughout.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Blacks; *Costs; Family (Sociological Unit); Family Environment; *Heads of Households; Hispanic Americans; Homeowners; *Housing; Older Adults; *Place of Residence; *Population Trends; Racial Composition; Racial Distribution; Residential Patterns; *Social Characteristics; Whites
IDENTIFIERS- American Housing Survey 1985

A wide variety of data, collected in 1985 and 1986, is presented in this first biennial report that deals with U.S. housing and the demographic, social, and economic characteristics of its occupants. The U.S. Census American Housing Survey of 1985 is the primary database for the report, which provides an excellent resource for teacher background or student projects. Part 1 of the report covers physical characteristics: types of housing, regional housing patterns, year built, size, plumbing facilities, and water source. Part 2 deals with the housing market and financial characteristics: tenure and mortgage status, home prices, real estate taxes, regional homeowner costs, rental costs, condominiums and cooperatives, and mobile homes. Part 3 presents information on social and economic characteristics: housing occupancy, householder ages and tenure, income, marital status of homeowners and of renters, household mobility, householders with children, elderly, Black, and Hispanic householders. The statistical information is presented narratively as well as graphically in the form of charts, graphs, and tables. (JB)

ED 316 466 SO 020 580

Social Studies. Standards of Learning Objectives for Virginia Public Schools; Revised 1989.
Virginia State Dept. of Education, Richmond.
PUB DATE- 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Course Content; *Course Descriptions; Curriculum Design; Elementary Secondary Education; *Profiles; *Public Schools; *Social Studies; Standards; State Curriculum Guides
IDENTIFIERS- *Virginia

The standards in this document resulted from a statewide effort to identify a scope and sequence of content, concepts, skills, and attitudes in social studies from kindergarten through grade twelve. The goals embodied in the standards include: (1) providing experiences that enable students to participate in society effectively and responsibly; (2) assisting students in understanding basic democratic ideals and values that affect decision making in public and private life; (3) offering a framework of knowledge and skills to assist students in understanding themselves and society and to serve as a basis for continuous learning in history and the social sciences; and (4) assisting students in acquiring concepts and problem-solving skills that foster rational solutions to problems encountered in everyday life. A program description is presented for each grade level and represents the major emphasis of the program. Learning objectives also are listed for each grade level that represent a framework for instruction that is believed necessary for further education and employment. Paralleling learning objectives with current events or contemporary societal issues is an integral part of the program at each grade level. (JB)

ED 316 529 SP 032 084

Ekvall, Shirley M., Ed.; And Others
Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
University Affiliated Cincinnati Center for Developmental Disabilities, OH.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 87
NOTE- 70p.; For related document, see SP 032 085.
GRANT- MCJ-009038-03-0
AVAILABLE FROM- UACCDD, Nutrition Dept., Pavilion Building, 3300 Elland Ave., Cincinnati, OH 45229 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Chronic Illness; Delivery Systems; *Disabilities; Economic Factors; *Health Services; Mothers; *Nutrition; Program Development
The following papers were delivered at a symposium on improving the nutritional status of a child who is chronically ill or handicapped: (1) "Planning Comprehensive Health Services for the Chronically Ill/Handicapped Child; (2) "Future National Directions in Maternal and Child Health"; (3) "Nutrition Services in a State Crippled Children's Program; (4) "Program Planning to Meet the Needs of The Chronically Ill/Handicapped Child; (5) Nutrition Resources; (6) "Overview of Networking"; (7) "Rural Networking to Promote and Deliver Nutrition Services"; (8) "City Networking--City Model"; and (9) Quality Assurance Standards." (JD)

ED 316 290 JC 900 157

Roueche, John E.
Leadership for 2000. Management Report 1989-90/1.
Association of California Community Coll. Administrators.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Policy; *Educational Quality; Nontraditional Students; School Effectiveness; School Holding Power; School Orientation; *School Policy; Staff Orientation; Student Attrition; Student College Relationship; Teacher Orientation; *Teacher Selection; Teacher Student Relationship; Two Year Colleges
Of all challenges facing open-door community colleges, none is more important than the need to renew and improve teaching quality in order to accommodate increasingly diversified student populations. Several policies have been particularly helpful to open-door institutions in improving student retention and achievement, including the following: (1) proactive pre-enrollment that includes personal contact with a faculty or administration member; (2) freshman orientation, during which a student/peer or faculty/peer relationship is established; (3) academic/personal assessment of entering freshmen; (4) reduced academic hours for working students; (5) elimination of late registration; (6) assigned faculty mentors for students; (7) more problem-solving activities in all courses; and (8) the replacement of retiring community college staff and faculty with higher quality candidates. All teaching candidates should be required to demonstrate their teaching abilities in real or simulated learning situations before any hiring decision is made. The creation of faculty and staff orientation programs is also recommended to educate new individuals about the institutional mission and values of an open-door community college. (WJT)

ED 316 348 PS 018 646

Beatty, Rodger James
A Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
PUB DATE- Aug 89
NOTE- 174p.; Master's Thesis, Queen's University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Conventional Instruction; *Developmental Programs; *Kindergarten; *Kodaly Method; Longitudinal Studies; *Music Education; *Outcomes of Education; Primary Education; Research Needs; Teaching Methods
IDENTIFIERS- Kodaly (Zoltan)
A 9-month longitudinal study of two kindergarten classes compared two types of music instruction: a Kodaly-based developmental music program and a traditional public school music program. The class taught through the Kodaly method received instruction that emphasized the development of rhythmic and melodic perception through visual, aural, and kinesthetic means. Traditional instruction did not include any consistent concern for perceptual or conceptual development. Findings indicated that both groups made significant gains in the areas of pitch and rhythmic discrimination. There was no significant difference between groups for tonal or rhythmic measures. However, data revealed that pupils from the Kodaly class could pitch-match and echo-clap better than students in the traditional class. Qualitative data revealed a rich contrast between the classes in philosophies, teaching styles, and teacher-pupil interactions. Both teachers fostered the development of aesthetic musical experience and instilled a love of music in the children. Findings suggest that further research combining quantitative and ethnographic methods is needed to learn more about the effects of teaching styles on rhythmic and melodic discrimination. A total of 62 references are cited. Related materials and correlation matrices are appended. (RH)

ED 316 361 RC 017 396

Jacobson, Stephen L.; Woodworth, Beth E.
Preparing Rural Administrators: What Do They Need? What Do They Want?
PUB DATE- Feb 89
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Administrators; Educational Administration; Educational Needs; Elementary Secondary Education; *Experiential Learning; Higher Education; National Surveys; *Relevance (Education); Rural Areas; *Rural Education; Rural Schools; *Rural Urban Differences; School Districts
Research on school effectiveness points to administrative leadership as one of the critical factors in creating effective schools. There is perhaps no educational setting in which this relationship is stronger than the small rural school district. In 1988 a national survey of school administrators conducted by the State University of New York at Buffalo found that 349 of 1,123 respondents were from rural districts. This paper presents the perceptions of these rural administrators on: (1) the quality of their graduate school training; (2) the relationship between theory-based training and experiential learning in administrative practice; (3) the importance of university-school district collaboration; (4) rural-urban differences in administrative salary and job satisfaction; (5) the extent of systematic in-service professional development available to administrators; (6) participation of women and minorities in rural administration; and (7) the impact of educational reform efforts on rural districts. These responses are compared to those of urban and suburban administrators and are discussed in relation to the deficiencies in administrator preparation reported in "Leaders for America's Schools," the 1987 report of the National Commission on Excellence in Educational Administration. Recommendations for pre-service education of rural administrators focus on preparing administrative generalists, providing exposure to rural settings through field experiences, and incorporating aspects of rural sociology and economics. This paper contains 21 references. (SV)

ED 316 391 SE 051 193

Hendrickson, A. Dean
Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 281p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 192 is the Teacher's Guide and Lesson Plans for Level Three.
GRANT- MDR-8550450
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 3; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Worksheets
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level Three experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level Three program. (YP)

ED 316 422 SE 051 253

Cox, Gerry L.
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
PUB DATE- 90
NOTE- 23p.; For a related document, see SE 051 252.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; Computer Managed Instruction; *Course Evaluation; Higher Education; *Individualized Instruction; Mathematical Enrichment; Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics Skills; Mathematics Tests; Pacing; *Predictor Variables; *Remedial Mathematics; Two Year Colleges
This study was designed to identify variables which account for successful performance in a remedial community college mathematics laboratory. Mathematics pretest scores, mathematics skills test scores, attendance time, age, gender, and attitude were used to help predict achievement. The sample consisted of the total population in the mathematics laboratory during the fall of 1987 (247 students) and 1988 (233 students). Gender, time of attendance (day or evening), and attitude were shown to be independent of the variable grade. The regression equation found the pretests, age, and the mathematics skill test were significant in predicting students' final grades and accounted for 31 percent of the variance. Ten references are listed. (YP)

ED 316 512 SP 031 968

Bays, Claudia
Elementary School Health Fair Planning Guide. 2nd Edition.
PUB DATE- 90
NOTE- 105p.
AVAILABLE FROM- Claudia Bays, R.N., 4671 Chancery Way, Sacramento, CA 95864 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Learning; Elementary Education; *Elementary Schools; Group Experience; *Health Education; *Health Promotion; *Planning; *School Activities; Student Developed Materials; *Student Projects

This school fair planning guide was developed to facilitate the organization of a school health fair as a creative, practical, and low-cost alternative for overcoming barriers to effective health education. It was developed to provide students with the opportunity to actively participate in a wide variety of health-enhancing learning experiences, and to create a natural forum for positive interaction and sharing among administrators, teachers, parents, students, and local health agencies. (JD)

ED 316 544 SP 032 232

Fisher, Robert L.
When Schools and Colleges Work Together. ERIC Digest 20-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 5p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Career Development; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Policy Formation; Preservice Teacher Education; *Program Development; *Student Teachers
IDENTIFIERS- ERIC Digests
Proposed reforms in education call for, among other things: developing K-12 schools as field sites for teacher education; professionalizing teachers to give them a greater voice in carrying out the responsibilities of their positions; and providing the opportunity for lifelong career development for teachers. Schools and colleges or universities have often initiated cooperative relationships to enhance the educational experience of their teachers, teacher-candidates, or students. This Digest provides a sampling of some of the different types of cooperative ventures entered into by some combination of K-12 schools and colleges or universities. (JD)

ED 316 601 UD 027 256

Fine, Michelle
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Admission (School); Case Studies; Dropouts; *Educational Discrimination; Equal Education; *High Schools; *Homogeneous Grouping; Ideology; *Moral Issues; *Public Education; School Choice; Secondary Education
IDENTIFIERS- New Jersey (Englewood); New York (New York); Pennsylvania (Philadelphia)
This essay, written from the point of view of a social researcher with a direct personal involvement in the cases studied, discusses how public schools, as universally accessible moral communities, engage in patterns of systematic exclusion. Through three case studies of public secondary schools in which groups of students have been situated outside the schools' boundaries, this theoretical analysis considers educational ideologies of "merit," "choice," and "tradition" as they have justified moral exclusion. The following schools were involved in the case studies: (1) Comprehensive High School (New York, New York); (2) Dwight Morrow High School (Englewood, New Jersey); and (3) Central High School (Philadelphia, Pennsylvania). The following aspects of each case study are discussed: (1) school characteristics; (2) the exclusion issue; (3) the ideologies used to cover up the exclusion practices; (4) the researcher's role in resolving each exclusion problem; and (5) the decisions concerning the exclusion problem. Across the schools, students were being educated within publicly sanctioned communities of exclusion, sheltered from a rich education of diversity and critique. The analysis contained in this essay challenges scholars and practitioners interested in public education to probe beneath the surface of ostensibly neutral ideologies, and to expose the dynamics of moral exclusion shadowed by some liberal arguments voiced ostensibly for the "common good." A list of 20 references is included. (JS)

ED 316 615 UD 027 301

Bempechat, Janine; And Others
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-8
PUB DATE- 89
NOTE- 4p.
CONTRACT- R188062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Antisocial Behavior; Disadvantaged Youth; *Dropout Characteristics; Drug Abuse; *Early Parenthood; *High Risk Students; Literature Reviews; *Predictor Variables; Pregnancy; Secondary Education; *Substance Abuse; Youth Problems
IDENTIFIERS- ERIC Digests
Drug and alcohol abuse and teenage pregnancy are two behaviors manifested by at-risk children that are both a cause and a result of their lack of success in school and possible subsequent dropping out. The distinction between substance use and abuse may be determined using the following criteria: (1) age of onset; (2) physiological responses; (3) levels of dependence; (4) attitudes about substance use; and (5) effects on other areas of functioning. The following factors predict drug and alcohol experimentation: (1) parental drug use, absence, and lack of consistent parenting; (2) early antisocial behavior; (3) school problems; (4) peer drug use; (5) attitudes, beliefs, and personality traits; and (6) stress. Teen pregnancy has become a national epidemic because more teenagers keep and raise their children at great individual, family, and societal costs. While the national average age of first sexual intercourse is 16 years, the average age for initiating sexual activity for some groups of urban youth is as young as 11.6 years. Disadvantaged minority youth account for a disproportionate number of teen pregnancies and births. The following factors influence early pregnancy and parenthood: (1) expectations for the future; (2) poor academic achievement; (3) ignorance about reproduction; and (4) family influences. Teenage childbearing has serious negative effects on the mother and on the child's health, as well as on the educational attainment and employment of both parents. A list of 12 references is appended. (FMW)

ED 316 627 UD 027 320

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
Massachusetts Inst. of Technology, Cambridge. Quality Education for Minorities Project.
PUB DATE- Jan 90
NOTE- 24p.; For full report, see UD 027 319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; *Community Involvement; Economic Factors; Educational Change; *Educational Improvement; *Educational Planning; Educational Quality; *Education Work Relationship; Elementary Secondary Education; *Family Involvement; *Minority Group Children; Preschool Education

This report summarizes the major points of a plan for improving the education of minority students in the United States. The following sections are included in this report: (1) "A Common Future"; (2) "A New Foundation"; (3) "Where We Start"; (4) "Our Goals for the Year 2000"; (5) "Recommended Strategies for Achieving Quality Education for Minorities"; (6) "Educational Restructuring"; (7) "What We and Others Must Do: Family, Community, Public, and Private Responsibilities"; and (8) "Meeting the Challenge." The following program goals are discussed: (1) ensure that minority students start school prepared to learn; (2) ensure that the academic achievement of minority students is at a level that will enable them to enter the workforce or college fully prepared; (3) significantly increase the participation of minority students in higher education, with a special emphasis on the study of mathematics, science, and engineering; (4) strengthen and increase the number of teachers of minority students; (5) strengthen the school-to-work transition so that high school graduates will be prepared with the skills necessary to participate productively in the job market; and (6) provide quality out-of-school educational experiences and opportunities to supplement the schooling of minority youth and adults. Strategies for achieving quality education for minority students are suggested for each of these goals. (JS)

ED 316 332 PS 018 620

Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
Clemson Univ., S.C. Cooperative Extension Service.
PUB DATE- Feb 89
NOTE- 151p.; For related documents, see PS 018 619-621.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Coping; Guidelines; Health; *Learning Activities; Lesson Plans; Listening; Nutrition; Parent Education; *Parenting Skills; Parent Role; *Preadolescents; Readiness; Safety; Self Concept; Self Control; Social Support Groups; *Young Children

Instructional materials on parenting skills for parents of children 5 to 12 years of age are provided, with teaching guides for extension service agents. Organized as a series of nine leaflets followed by nine corresponding lessons, leaflets for parents concern: (1) an overview of the leaflets; (2) readiness: guiding normal development; (3) empowerment: achieving self-discipline; (4) nurturance: building a healthy self-esteem; (5) education: helping prepare the child for positive experiences in school; (6) wellness: nutrition, health, and safety; (7) awareness: sex education; (8) lifestyles: adapting to change; and (9) supports: seeking help. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the nine corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement, describe learning activities for parents, and list references. (RH)

ED 316 453 SO 020 406

Word, David L.
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- May 89
NOTE- 91p.; Tables in small type throughout.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Asian Americans; *Blacks; *Hispanic Americans; Immigrants; Migration Patterns; *Population Distribution; *Population Growth; *Population Trends; Racial Composition; Racial Distribution; Statistical Analysis; Tables (Data); Urban Population
The estimates in this report are the product of research conducted over the past decade. They represent an extension of the Administrative Records method, the newest of the estimating techniques used at the U.S. Census Bureau for producing population estimates. Two chapters are devoted to a detailed discussion of the methodology used to derive the estimates that are presented in the remaining chapters. One chapter is devoted to trends in the Black population, one to trends in the "other races" population, and one to trends in the Hispanic population, all for the period 1980 to 1985. Fifty-one tables provide detailed statistical information. Highlights of the report include the following: The Black population in the United States experienced an 8.3 percent growth rate between 1980 and 1985. The "other races" population increased 36.1 percent in that time span, due largely to international immigration. The Hispanic population increased by 22.9 percent over the same period. The South continues to have both the greatest number of Blacks and the greatest proportion of total population that is Black. The "other races" population constitutes a much greater share of the total population in the West than in other parts of the country. California and Texas contain almost 55 percent of the Hispanics in the country. More than 10 percent of the nation's Black population lives in the New York City metropolitan area. By 1985, greater Los Angeles had become the first U.S. metropolitan area to have an "other races" population in excess of one million. Over one-half of the Hispanic population in 1985 lived in seven metropolitan areas, with Los Angeles having by far the largest concentration. This document presents primary data for use by teachers in developing lesson plans or by students working on individual or group projects. (JB)

ED 316 482 SO 020 658

Jones, Catherine E., Ed.
Middle East Materials for Teachers, Students, Non-Specialists.
Middle East Outreach Council.
PUB DATE- 88
NOTE- 156p.
AVAILABLE FROM- Department of Oriental Studies, University of Arizona, Tucson, AZ 85721 ($10.00 plus $1.70 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Culture; Economics; Educational Resources; Folk Culture; Foreign Countries; Information Sources; Instructional Materials; Literature; Middle Eastern History; *Middle Eastern Studies; Nonprofit Organizations; Outreach Programs; Physical Geography; Politics; Reference Materials; Religion; Social Studies; Textbook Content; Textbook Evaluation
IDENTIFIERS- *Middle East

This annotated bibliography is intended for teachers, students, school librarians, and others as an aid in selecting materials to support teaching about the Middle East. Eleven chapters cover: (1) "Reference and General Works"; (2) "Physical Geography"; (3) "Folktales, Literature, Fiction"; (4) "Religion"; (5) "Peoples and Cultures"; (6) "History A.D. 700-1900"; (7) "Twentieth Century History, Politics, Economics"; (8) "Factual Information on the Middle East in World/History Cultures Textbooks"; (9) "Materials for the Primary Grades"; (10) "Products of Outreach Centers and Non-Profit Organizations"; and (11) "Sources of Assistance." Each chapter consists of an introduction to the topic, numbered citations with annotations and grade level, and extended reviews of selected items from the chapter. The appendix provides indices by country, subject, name, and title. (Author/AS)

ED 316 497 SO 020 704

Wilkinson, Gary H.
We, the Americans.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jan 84
NOTE- 17p.; For related document, see SO 020 703.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Census Figures; Charts; Educational Attainment; Employed Women; Employment Patterns; Geographic Distribution; Mortality Rate; Older Adults; Population Distribution; Population Growth; Population Trends; Poverty; *Profiles; Racial Composition; Residential Patterns
IDENTIFIERS- *Census 1980

Demographic data based on the U.S. census of 1980 are presented and compared to data from the 1970 census. A series of charts, maps, graphs, and tables provide detailed statistical data on such things as population growth trends, population by race and age, educational achievement, number of people living alone, male and female occupations, percent homeowners, and so on. A narrative account elaborates on the information found in the charts and tables. The information may be summarized briefly as follows: It is unlikely that the U.S. population will ever again grow as rapidly as during the 20 years following World War II. The population is moving south and west, out of large cities, and to suburbs and the countryside. Minority populations are growing at a faster rate than the rest of the population. The population is aging and will continue to grow older. More people are living alone, and families are smaller. The population as a whole is better educated than earlier generations. People are marrying later than they used to. Slightly over half of all women are now in the work force. Incomes rose in the 1970s, but the gains were largely offset by increases in the cost of living. The poverty rate dropped slightly during the 1970s for the total population, but it dropped substantially for senior citizens. More people are buying their own homes, despite higher costs. Classroom teachers can use this resource for research projects and lecture material. (JB)

ED 316 530 SP 032 085

Ekvall, Shirley M.; Wheby, Elizabeth A.
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
University Affiliated Cincinnati Center for Developmental Disabilities, OH.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 87
NOTE- 244p.; For related document, see SP 032 084.
GRANT- MCJ-009038-04-0
AVAILABLE FROM- UACCDD, Nutrition Dept., Pavilion Building, 3300 Elland Ave., Cincinnati, OH 45229 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allergy; Cancer; Cerebral Palsy; *Children; *Chronic Illness; Cleft Palate; Diabetes; *Dietetics; *Disabilities; Genetics; Infants; *Nutrition; Preventive Medicine

The following papers were presented at a symposium on clinical nutrition for the child who is chronically ill or handicapped: (1) "Food Allergy"; (2) "Anemia and the Chronically Ill or Handicapped Child"; (3) "Nutrition and Neurotransmitters--Clinical Implications"; (4) "The Importance of Lipid Type in the Diet after Burn Injury"; (5) "Advances of Treatment, Research, and Application"; (6) "Nutrition Implications in Cerebral Palsy"; (7) "Cleft Palate ad Craniofacial Team"; (8) "Nutrition in Cystic Fibrosis--an Example of a Chronic Condition"; (9) "Effects of Supplemental Nutrition in Cystic Fibrosis"; (10) "Nutrition in the Child with Diabetes Mellitus"; (11) "Fetal Alcohol Syndrome"; (12) "Nutrition and Genetics"; (13) "High Risk Infants and Follow-Up Care"; (14) "Role of Nutrition in Juvenile Rheumatoid Arthritis"; (15) "Effects of Liver Dissease on Growth and Nutrition"; (16) "Sepcialized Formulas And Feedings for Infants with Malabsorption or Formula Intolerance"; (17) "Transitional Nutrition Care of the Medically Fragile Child--Hospital to Home; (18) "Nutritional Concerns in Obestity-Myelomeningocele as A Model"; (19) "Maternal PKU"; (20) "Sickle Cell and Leukemia"; (21) "Ventilator Dependent"; (22) "Wellness and Preventive Medicine: the Role of Nutrition"; and (23) "Wellness and Preventive Medicine: the Role of Exercise." (JD)

ED 316 560 TM 014 510

Huetteman, Julie Doidge
Instrument for Textbook Assessment.
PUB DATE- 89
NOTE- 12p.; An earlier version of this paper was presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance (Boston, MA, April 19-23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Charts; Content Analysis; Data Collection; Illustrations; *Layout (Publications); Photographs; *Readability; Statistical Analysis; Tables (Data); *Test Construction; Textbook Content; *Textbook Evaluation
IDENTIFIERS- Frequency Analysis; *Instrument for Textbook Assessment; SMOG Readability Formula
An instrument to assist in assessing textbooks was created to provide a concise format for comparison and evaluation. Textbook characteristics were selected to illustrate content and proportion of characteristics of textbooks. Nine textbook characteristics were selected for quantifying the content areas of textbooks: (1) number of pages in the textbook; (2) number of pages of text; (3) proportion of text space; (4) frequency of photographs; (5) proportion of photograph space; (6) frequency of tables/charts/illustrations (T/C/I); (7) proportion of T/C/I space; (8) proportion of other space; and (9) SMOG readability level. Data collection charts were assessed for content validity by a panel of experts. Field testing of the data collection chart was performed by a panel of instructors. Interrater reliability was assessed at 0.88. Analyses made of each textbook page involved: scanning the page for headings or titles indicating content area; counting the number of photographs and T/C/I; and estimating the page space to determine the proportion of the textbook characteristics (text, photographs, T/C/I, and "other" characteristics). Compilations of data are presented in terms of descriptive statistics (frequency, percentages, mean, and rank order). Recommendations are provided for use of the instrument in assessing textbook characteristics and content. The data collection chart and analyses of sample textbook pages are provided. (Author/TJH)

ED 316 574 TM 014 537

Smith, Douglas K.; Bauer, Joseph J.
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Comparative Testing; *Factor Analysis; *Intelligence Tests; Nonverbal Tests; *Preschool Children; Preschool Education; Verbal Tests; White Students
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Stanford Binet Intelligence Scale
The Stanford-Binet (Fourth Edition) (S-B:FE) and Kaufman Assessment Battery for Children (K-ABC) were administered in counterbalanced order to a sample of 30 non-handicapped, preschool children (13 males and 17 females). The children ranged in age from 3 years 11 months to 6 years 2 months, with a mean age of 4 years 11 months. Mean scores on the global scales of both tests, the factor scores of the S-B:FE (as proposed by J. Sattler) and the supplementary scales of the K-ABC (as proposed by R. Kamphaus and C. Reynolds) were in the average range. Correlations (corrected for restriction in range) between the instruments were strong with the test composite/mental processing composite correlation at 0.57. Global scales measuring verbal reasoning/comprehension, memory, and achievement correlated significantly with each other. Less consistency was present for global scales measuring non-verbal reasoning. Four data tables are included. (Author/TJH)

ED 316 588 UD 026 580

Germanis, Peter; Bavier, Richard
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
Office of Policy Development, Washington, DC.
PUB DATE- Dec 86
NOTE- 125p.; For other volumes in this series, see UD 026 579-584 and UD 027 261.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Policy Formation; Poverty; *Poverty Programs; *Program Evaluation; *Program Improvement; Public Policy; State Programs; *Welfare Services
IDENTIFIERS- Dependency (Economic); Noncash Benefits
This report provides an overview of the current welfare system. The number and size of federal public assistance programs have increased during the past 25 years, with particular growth in noncash benefit programs, which now constitute about three-quarters of all means-tested assistance. From mid-1983 to mid-1984, more than 52.5 million Americans benefited from federal assistance. The total funding for the 59 major programs reached $132 billion in fiscal year 1985. This effort reduced the poverty rate by 42 percent, from 12.8 to 7.4 percent. But the effect upon poverty by the welfare system was not achieved efficiently. Before any means-tested benefits were counted, it would have taken $51.6 billion to bring the general poverty rate down to zero. Weaknesses within the centralized welfare system that contribute significantly to the persistence of poverty in America are identified. On top of an order of self-reliance, family support, community charity, and state and local public assistance has grown a federal component of great size. The federal component has introduced disorder, a wide array of rules and purposes without overall coordination, and a general practice of making programs blind to the effects of other non-cash programs. As a result the United States spends more than it would take to eliminate poverty entirely, and yet a residual poverty gap of $19.1 billion remains. Data are illustrated on 23 tables and figures. Notes are included. An appendix documents public assistance spending from 1960 to 1985. (BJV)

ED 316 291 JC 900 159

Swonder, Steven
A Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Admission (School); Associate Degrees; *College English; College Transfer Students; Community Colleges; *Educational Testing; Essay Tests; Remedial Instruction; Screening Tests; *Student Placement; Test Results; Two Year Colleges; *Writing Skills

In 1989, Saddleback College's (SC's) English composition assessment process was evaluated to determine its success in placing students in appropriate courses. To gain entrance to one of SC's three composition courses, students must complete a prerequisite course or take the College English Placement Test (CEPT) and, at the option of the student, provide a writing sample. The three courses available are a university-level composition course, a composition class that satisfies the composition requirement for graduation with an associate degree, and a remedial/basic skills course. Random samples were chosen from the 2,714 students who had taken the CEPT between July 5, 1988 and January 31, 1989, from the students who provided a writing sample, and from the students who were not placed with the CEPT. Study findings, based on a comparison of placement results and course success, include the following: (1) students who enrolled in a course more advanced than that suggested by their CEPT score succeeded at a higher rate than the group that took the recommended course; this may be due to the fact that a student would normally have needed to take the writing sample to qualify for placement into the more advanced class; (2) of the 244 students who took the writing sample, 94% were successful in English composition; the success rate for all students in the composition courses was 69%; (3) the success rates for CEPT-based placement students and students who took the prerequisite courses were about the same; (4) the success of the students placed through the assessment process indicated that the cutoff scores for the CEPT were not too low, and that they may have been too high; and (5) the English composition faculty did not recommend a change in the minimum testing levels due to their experience with the results of student placement based on the CEPT scores. An appendix provides CEPT scores and data on course success. (JMC)

ED 316 304 JC 900 174

Small, James M.; Vaala, Leslie D.
College-to-University Transfer: Status and Issues in Alberta.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Higher Education (Quebec City, Quebec, Canada, June 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Higher Education; State Surveys; Student Adjustment; Student Attitudes; *Student Attrition; *Student Characteristics; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *Alberta
Between 1979 and 1987, there was a 73% increase in the number of students transferring from two-year colleges to universities in Alberta (Canada). Three recent studies investigated this rapid growth. The first study, conducted over a three-year period, explored whether a group of 50 transfer students were sufficiently prepared to succeed academically after transfer. The second study explored attrition-related student characteristics. The third transfer study involved 1,081 transfer students from Alberta colleges and sought to identify variables related to student satisfaction and success in transfer programs. Findings from the three studies indicated the following: (1) students who entered a general diploma program and decided to transfer tended to be two years older than the average baccalaureate student, married, have weaker academic backgrounds, and be less confident about their prospects for program completion; (2) transfer students perceived their college experience in a positive light; (3) two-year college students were apprehensive about their pending transfer and concerned about surviving in a more competitive and less personal environment; (4) in general, students reported less satisfaction with their university experiences than with their college experiences; and (5) about half of the transfer students maintained their college grade point average while half experienced a decline of about one grade point. A 33-item bibliography is included. (WJT)

ED 316 318 PS 018 605

Claus, Richard N.; Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 90
NOTE- 37p.; For 1988-89 Process Evaluation Report, see ED 305 178.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; Compensatory Education; Formative Evaluation; *High Risk Students; Inner City; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; *Program Improvement; Public Schools; *School Readiness; *State Programs; *Urban Youth
IDENTIFIERS- Michigan Early Childhood Educ Preschool Program; Saginaw Public Schools MI
This document reports the findings of the 1989-90 process evaluation of the Saginaw, Michigan school district's state-funded prekindergarten program for 4-year-olds at risk of academic failure. As of January 29, 1990, a total of 255 pupils were participating in the program at 11 sites. The Michigan Early Childhood Education Preschool (MECEP) program is based on the Piagetian concept that a child best develops intellectually in a stimulating environment that provides positive reinforcement for experimenting, seeking and attaining knowledge, acquiring language, and developing concepts. For evaluation purposes, half-day observations were made of the program's 10 prekindergarten teachers. The MECEP Program Activity Observation Checklist and Associated Language Observation Instrument were used. Observations were intended to determine whether program activities related directly to cognitive, psychomotor, parent participation and education product objectives. While the observations indicated that the program was operating as planned, they also revealed areas that could be improved. Recommendations for improvement are stated. Appendices provide a list of participants, a list of MECEP program components and objectives, the instruments used, and a count of teachers' use of language production and enhancement techniques. (RH)

ED 316 392 SE 051 194

Hendrickson, A. Dean.
Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 336p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 195 contains the worksheets for the Level Four program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 4; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. Background material for parents is provided. End-of-the-year assessment material is presented. A total of 29 activities on the following concepts and skills are included: (1) equality and inequality; (2) use of operations; (3) place value; (4) computation; (5) geometry; (6) logic; (7) ratio; (8) use of calculators; and (9) use of LOGO. (YP)

ED 316 408 SE 051 233

Vosniadou, Stella
Knowledge Acquisition in Observational Astronomy.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April, 1987).
GRANT- NSF-BNS-8510254
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Astronomy; Cognitive Structures; *Concept Formation; Earth Science; Elementary Education; *Elementary School Science; Fundamental Concepts; Gravity (Physics); *Misconceptions; Science Education; *Science History; *Scientific Concepts
IDENTIFIERS- Solar System
This paper presents findings from research on knowledge acquisition in observational astronomy to demonstrate the kinds of intuitive models children form and to show how these models influence the acquisition of science knowledge. Sixty children of approximate ages 6, 9, and 12 were given a questionnaire to investigate their knowledge of the size, shape, and motion of the earth and the sun, and the notion of gravity. The results showed that children formed an intuitive understanding of the world around them based on their belief of the earth as flat and stationary rather than a rotating sphere. As a result, they infer that things fall in a downward direction rather than toward the center of the rotating sphere, things fall in a downward direction rather then toward the center of the spherical earth, and the sun and the moon move in an up/down or east/west direction, causing the day/night cycle. Children eventually change their intuitive understanding as they are exposed to the Copernican theory of the solar system. The process of conceptual change is a slow and gradual one and one that goes through different levels of understanding. (Author/YP)

ED 316 423 SE 051 254

Computer Algebra Systems in Education Newsletter s .
Colby Coll., Waterville, ME. Dept. of Mathematics.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Jan 90
NOTE- 49p.; Figures on pages 14-17 will not reproduce well due to extremely small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Algebra; *Calculators; *Calculus; *College Mathematics; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; Higher Education; Mathematical Concepts; *Mathematical Formulas; Mathematics Education; Mathematics Materials
IDENTIFIERS- *Graphing Calculators

Computer Algebra Systems (CAS) are computer systems for the exact solution of problems in symbolic form. The newspaper is designed to serve as a conduit for information and ideas on the use of CAS in education, especially in lower division college and university courses. Articles included are about CAS programs in several colleges, experiences using CAS in algebra and calculus classes, and using graphing calculators. (YP)

ED 316 438 SE 051 271

Katz, Lucinda Lee; And Others
Your Child and Math: Getting Involved.
Contract Research Corp., Belmont, Mass.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- OHDS-83-31144
PUB DATE- 83
NOTE- 25p.; For a related document, see SE 051 272.
CONTRACT- HHS-105-78-1026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Childhood Education; *Mathematical Concepts; *Mathematics Skills; Measurement; Numbers; Parent Materials; *Parent Role; *Preschool Children; Space; Time
IDENTIFIERS- *Head Start Program
This is one in a series of publications designed for parents and teachers to help children acquire developmentally appropriate basic educational skills at home and in school. Topics included are: (1) "What is math?" explaining mathematical concepts such as number, measurement, space, and time; (2) "How do children learn about math?"; (3) "Why is an understanding of math important?"; (4) "How you can help your children learn math?"; and (5) "Points to keep in mind." (YP)

ED 316 467 SO 020 584

Coren, Robert W.; And Others
Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
National Archives and Records Administration, Washington, DC.
REPORT NO.- Senate-Doc-100-42
PUB DATE- 89
NOTE- 367p.; For House of Representatives Guide, see SO 202 585.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Archives; *Government (Administrative Body); Library Materials; National Libraries; Primary Sources; *Research Tools; *United States History
IDENTIFIERS- Congress; *Senate

Nearly 20,000 cubic feet of U.S. Senate records are currently entrusted to the care of the National Archives and Records Administration (NARA). This guide to those records is divided into 22 chapters. Chapter 1 describes the published records of Congress and related published research tools. It provides general information about the National Archives Senate file classification system, the arrangement of the unpublished paper records, and how to access the Senate records. Chapters 2 through 17 describe the records of each Senate standing committee for which the National Archives has records from the beginning of the standing committee system in 1816 to 1968. There is one chapter for each of the standing committees and each is divided into chronological periods. Chapters 18 and 19 describe records of the Senate select and special committees and the joint committees of Congress. Chapters 20 and 21 concern the noncommittee records and executive proceedings of the Senate. Chapter 22 discusses the committee and noncommittee records of the Senate from 1969-1988. Most of these records are closed to research at this time, but they are described briefly to inform researchers about materials that will be available in the future. The guide also includes as appendices lists of majority and minority leaders, a list of secretaries of the Senate, beginning and ending dates for each Congress, a glossary of legislative and archival terms used in the guide, a selected bibliography, a list of published and unpublished finding aids to Senate records, and a list of National Archives microfilm publications of Senate records. (JB)

ED 316 513 SP 031 969

Kraft, Robert E.
What Research Tells the Golf Instructor about the Golf Swing and Putting.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; *Golf; Lifetime Sports; *Psychomotor Skills; *Skill Analysis; *Skill Development; Teaching Methods
The purpose of this survey was to clarify some misconceptions and challenge some common practices in teaching golf skills. Over 100 research studies in golf have been reviewed and summarized. The following categories relating to the golf swing were examined: (1) grip; (2) videotape; (3) electronic golf swing analyzer; (4) teaching methods; (5) speed vs. accuracy; (6) gimmicks and novelties; (7) strength training; (8) mental practice; (9) biomechanics; and (10) sequence of instruction. The following aspects of putting were reviewed: (1) common features of excellent putters; (2) lag vs. aggressive putting; (3) spot putting; (4) putting stroke; (5) type of putter; and (6) putting tests. A sample of the results revealed the following findings: (1) the only common feature of a good golf grip is grip pressure; the type of grip selected is unimportant; (2) the effectiveness of videotape replay has been unsupportive and disappointing; (3) electronic training devices have yielded misleading information; (4) strength training can increase the distance of the golf drive and has no harmful effect upon accuracy; (5) in putting, highly skilled golfers demonstrate a straight backswing, eyes above the ball, and weight toward the forward foot; (6) no one method of stroking putts was more effective than the other; and (7) putting tests are nondiscriminating when measuring playing ability and should be combined with other golf skills in a test battery. (Author/JD)

ED 316 545 SP 032 235

Baron, Barbara
Assessment for National Teacher Certification. ERIC Digest 7-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Evaluation Methods; Higher Education; *National Programs; Preservice Teacher Education; State Standards; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- ERIC Digests; *National Teacher Certification
All but two of the states are in the process of implementing some form of mandatory teacher testing, if they have not already done so. However, the limitations of state procedures, i.e., different standards, approaches, and requirements, combined with significant improvement in evaluation techniques, have led to the call for a system of national assessment. This Digest discusses what national teacher certification will mean and what it will consist of. The potential effect on teachers of national assessment and certification is considered. Citations from the ERIC database are included. (JD)

ED 316 628 UD 027 323

Hispanic Agenda Opinion Poll.
Latin American Research and Service Agency, Denver, CO.
PUB DATE- Mar 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Crime; Cultural Background; Drop Outs; *Educational Attitudes; *Employment Problems; *Ethnic Discrimination; *Hispanic Americans; Language Maintenance; Mexican Americans; Official Languages; Pollution; *Public Opinion; *Social Problems; State Surveys; Substance Abuse; Taxes; Telephone Surveys
IDENTIFIERS- *Colorado

This document comprises a report on the concerns of Hispanic Americans in Colorado. A sample of 606 people with Spanish surnames were interviewed by telephone in January 1989. The following sample characteristics are reported: (1) 48.7 percent were male; (2) the average was 43.3 years; (3) 67.3 percent were married; (4) average household size was 3.1 persons; (5) 26.6 percent identified themselves as Spanish American, 24.8 percent as Mexican American, and 22 percent as Hispanic; (6) 90.3 percent were born in the United States; (7) the largest group (7.1 percent) born outside the United States was born in Mexico; (8) 29.4 percent had not completed high school, 52 percent had completed high school only, and 12.5 percent had completed 4 years of more of college; (9) less than 7 percent read and spoke Spanish only or Spanish better than English, and 30-40 percent read and spoke English only or English better than Spanish; (10) 68.5 percent were employed and one-fourth of the unemployed were looking for work; and (11) 21.4 percent earned more than $35,000, 60 percent earned less than $25,000, 31.8 percent earned less than $15,000, and 8 percent earned less than $5,000 per year. The following findings are summarized: (1) there is a lack of consensus on the ethnic identifier for Hispanics with Colorado Hispanics indicating a preference for Spanish-American and Mexican-American; (2) Colorado Hispanics are more likely than Hispanics in other Southwestern states to be born in the United States; (3) compared to a general sample of Coloradans, Hispanics also identified employment and jobs as the major issues facing Colorado but Hispanics were more concerned about basic social issues that impacted their daily lives, such as education, crime, substance abuse, and racism/discrimination. Statistical data are included on six tables and 16 charts. (FMW)

ED 316 333 PS 018 621

Parenting Renewal. Leaflet and Lessons for Parents of Adolescents.
Clemson Univ., S.C. Cooperative Extension Service.
PUB DATE- Feb 90
NOTE- 97p.; For related documents, see PS 018 619-620.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; Conflict Resolution; Decision Making; Developmental Stages; Evaluation; Guidelines; *Learning Activities; Lesson Plans; Parent Education; *Parenting Skills; Stress Variables; Values

Instructional materials on parenting skills for parents of adolescents are provided, with teaching guides for extension service agents. Organized as a series of five leaflets followed by five corresponding lessons, leaflets for parents concern: (1) a review of parenting skills and an overview of the course of instruction; (2) evolution: developmental stages of adolescence; (3) nemesis: challenges, pressures, and risks; (4) evaluation: values, goals, and decisions; and (5) conflict resolution. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the five corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement, describe learning activities for parents, and list references. (RH)

ED 316 349 PS 018 649

Manning, Brenda H.; White, C. Stephen
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
PUB DATE- Mar 90
NOTE- 30p.; A portion of this paper was presented at the Conference on Human Development (Richmond, VA, March 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cognitive Processes; Comparative Analysis; *Kindergarten Children; *Metacognition; Primary Education; *Research Methodology; Social Behavior; Student Behavior; *Student Characteristics
IDENTIFIERS- *Analogical Reasoning; Internality Externality; *Private Speech
The primary intention of this study was to compare private speech profiles of young children classified as analogical reasoners (AR) with young children classified as nonanalogical reasoners (NAR). The secondary purpose was to investigate Berk's (1986) research methodology and categorical scheme for the collection and coding of private speech utterances of kindergarten children. Subjects were six children (3 AR and 3 NAR) in a public school kindergarten. ARs were identified by their superior performance on the Test of Analogical Reasoning in Children. In the first private speech context, 20 spontaneous self-talk utterances were collected during independent school tasks in which no help was given by teachers. In the second private speech context, private speech was prompted by the teacher during an analogical reasoning test. In both contexts, AR children used a higher level of self-verbalizations. In the first context, AR children used 70 percent of the highest level of private speech, while NAR children used 15 percent of the highest level. In the second context, AR children used 36 references to higher order relations, while NAR children used 10 references. AR children exhibited greater internality scores and were rated by teachers as more socially and behaviorally acceptable in their classroom conduct. (RH)

ED 316 362 RC 017 397

Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 11 Apr 89
NOTE- 163p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Hearings; Homeless People; Hunger; Low Income Groups; Migrant Workers; *Poverty Areas; Poverty Programs; Primary Sources; Rural Areas; *Rural Economics; *Rural Family; Unemployment
IDENTIFIERS- Congress 101st; Project Head Start; *Small Towns

Poverty affects many rural two-parent families, even with one or both parents working. High suicide rates, increased violence, families separated in order to find work, homelessness, and hunger afflict the rural and small town poor. This document contains testimony from poor and homeless rural people; the director of the Center on Budget and Policy Priorities; workers in rural health care; and representatives of Head Start, community services, and mental health care. These speakers describe the crisis facing rural families and communities due to rural economic distress. Many rural workers were unable to take care of housing, medical care, and food for their families even holding two or three jobs. A new class of migrant workers is made up of workers from rural areas camping in more affluent areas while doing day work. Several of those testifying cite the failure of the welfare system to help people until they have lost or sold everything, and others testify that private sources also provided no help. Rural workers are characterized as an unorganized, cheap labor source supporting more affluent rural areas of the country. The unwillingness of the federal government to support basic social services and of many private industries to pay a living wage is also discussed. (DHP)

ED 316 376 RC 017 414

Dyal, Susan
Preserving Traditional Arts: A Toolkit for Native American Communities.
California Univ., Los Angeles. American Indian Studies Center.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 85
NOTE- 403p.
AVAILABLE FROM- American Indian Studies Center, University of California, 405 Hilgard Ave., Los Angeles, CA 90024 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055)
DESCRIPTORS- *American Indian Culture; Art Products; Audiotape Recordings; *Community Programs; Cultural Education; Cultural Images; Documentation; *Preservation; Program Design; Program Development; Tape Recordings; Videotape Recordings
The surest way to preserve a traditional art form is to continue its practice. However, it is also possible for Indian and other Native American people to use modern documentation tools to safeguard the survival of their cultural traditions for the future. This book presents a selection of professional documentation techniques that are especially practical, effective, and adaptable for community use. Chapters examine organizing a cultural preservation project; locating resources; preparing a proposal; using the still camera, tape recording equipment, and video tools; preserving tapes; and preserving traditional art collections. It is emphasized that it does not necessarily take a large sum of money to make a good cultural preservation project. Above all, people--and especially community involvement and support--make a project work. This book provides general information about organization and personnel as well as technical information about tools and methods. Sample forms, proposals, registration forms, timetables, and budgets; checklists; detailed instructions for using cameras and tape recorders; and suggestions for collecting and maintaining artifacts and keeping collection records are provided and are accompanied by many drawings, diagrams, and photographs. This book contains 119 references. (DHP)

ED 316 483 SO 020 660

Binder, Daniel A.
Music: A Frequently Missing Component in American Studies.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at Joint Meeting of the American Studies Association and the Canadian Association for American Studies (Toronto, Canada, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; College Curriculum; College Instruction; Cultural Influences; *Curriculum Enrichment; Higher Education; *Modernism; *Music; Musical Composition; *Music Education; Music Teachers; Music Theory; Postsecondary Education; Social Influences
IDENTIFIERS- *Musicology
The American Studies curriculum in institutions of higher education has traditionally neglected music. Many programs do not include music as a component, and often there is not a single course on U.S. music taught in the music department. The apparent lack of interest on the part of musicologists reflects an attitude that tends to denigrate the study of music as part of American Studies. The discipline of musicology in the United States has often ignored or trivialized the significance of U.S. music. Since early U.S. history, people have imitated European cultural models, and concert and popular music has been viewed negatively. The music curriculum in U.S. higher education continues to stress European, white, male composers. Modernism in musicology emphasizes elitist attitudes so that black music, women's music, and world music are limited or excluded from undergraduate courses. Texts generally ignore composers, and elitism and esotericism are favored by publishers of articles and books. Today, publications containing music topics are increasing. Greater inclusion of U.S. music in higher education must occur and a music component should be encouraged in American Studies programs. (AS)

ED 316 575 TM 014 543

Achievement Testing Program. General Information Bulletin: School Year 1989-90.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Nov 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Bulletins; Elementary Secondary Education; Field Tests; *Foreign Countries; French; Grade 3; Grade 6; Grade 9; Grading; Language Tests; Mathematics Tests; Program Descriptions; Science Tests; Social Studies; *Standardized Tests; *Testing Programs
IDENTIFIERS- *Alberta; Test Reporting; Test Security

An brief overview of the Achievement Testing Program conducted by Alberta Education (AE) during 1980-90 is provided. The program provides AE, jurisdictions, schools, and the public with information about students' knowledge and skills in relation to objectives in the provincial program of studies. Program tests are administered every 4 years on a rotating basis in grades 3, 6, and 9 for language arts, social studies, mathematics, and science. French language arts tests are available for administration along with English language arts tests. All students in grades 3, 6, and 9 who have been taught, in English, the subjects being tested, are required to participate in the program. The tests are designed to provide group, not individual, results and are not used for placement or promotion purposes. Topics covered in this bulletin include the development of the test, field testing, format of the tests, exemption policy, French translations, test security, violation of test rules, special provisions, communication of testing plans and results to parents and students, achievement testing schedule, procedures for administration and marking, and the reporting of test results. Lists of test rules and special provisions and names and addresses of contacts at AE are provided. (TJH)

ED 316 602 UD 027 258

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
City Univ. of New York, N.Y. Graduate School and Univ. Center.
PUB DATE- 90
NOTE- 108p.
AVAILABLE FROM- Dean Richard M. Bossone, Graduate School of CUNY, 33 West 42nd St., New York, NY 10036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; *Educational Change; Educational Quality; *Education Work Relationship; Elementary Secondary Education; Functional Literacy; Government Role; High Risk Students; *Job Skills; Minimum Competencies; School Business Relationship; Trade and Industrial Education; Urban Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Collaboratives; *University Urban Schools National Task Force

The conference reported in this document focused on the issues surrounding the progress of urban public schools in bringing about reforms aimed at providing the nation's future workforce with marketable skills, obtainable only through education. Section 1, "Perspectives on Educating Tomorrow's Workforce," contains the following articles: (1) "A Researcher's Perspective" (Willard R. Daggett); (2) "An Educator's Perspective" (Blenda J. Wilson); (3) "A Legislator's Perspective" (Ken Nelson); and (4) "A Businessman's Perspective" (Robert C. Holland). Section 2, "Workforce Learning Programs," contains the following articles: (1) "Workforce Literacy: Narrowing the Job Skills Gap" (Forrest P. Chisman); (2) "An Overview of Polaroid's Technology Readiness Program" (Acquanetta C. Farrell); (3) "Teaching Workplace Basic Skills at Aetna" (Ira Mozille); and (4) "The UAW-Ford Education, Development and Training Program" (Bill Schaffner and Tony Procter). Section 3, "Special Remarks," contains the article, "Education in South Carolina: Progress for the Next Century" (Carroll A. Campbell, Jr.). Section 4, "Improving State/Education/Business Collaborations," contains the following articles: (1) "State-Education-Business Coordination of South Carolina's School Reform Program" (Terry Peterson and others); (2) "Urban Education: The Challenge of the Education Commission of the States Business Partnership" (Robert Palaich and Denise Green); (3) "Fortune: The Colorado Experiment" (Carol M. Ahlers); and (4) "National Governors' Association: Partnerships for Life-Long Learning" (Raymond C. Schappach). Section 5, "An Afterword," consists of a brief summation by Fred M. Hechinger. A list of conference participants is included. (JS)

ED 316 616 UD 027 302

Wells, Amy Stuart
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-9
PUB DATE- 89
NOTE- 4p.
CONTRACT- R188062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bilingual Education; *Civil Rights Legislation; Elementary Secondary Education; Hispanic Americans; Literature Reviews; *Outcomes of Education; Racial Differences; *Racial Segregation; *School Demography; *School Desegregation; Urban Schools
IDENTIFIERS- ERIC Digests; *Hispanic American Students

Despite the 1973 Supreme Court decision, Keyes v. Denver School District, Hispanic students are more segregated today than they were 20 years ago, and gaps between the educational attainment and earnings of Hispanics and non-Hispanics continue to widen. The nation's Hispanic population has grown almost five times faster than the non-Hispanic population and is heavily concentrated in certain regions and major cities. Recent enrollment studies show an increase in the number of Hispanics who attend heavily segregated schools, a fact attributed to rising Hispanic enrollment and the disproportionate concentration of Hispanics in urban school districts with large minority enrollments and a lack of any significant desegregation initiatives. Hispanic parents and leaders have not insisted on integration, as have many Blacks, because they believe that Hispanic children are better served in a predominantly Hispanic school with extensive bilingual services. The following trends indicate a need for desegregation: (1) many students in predominantly Hispanic schools are not receiving the bilingual education entitled to them under Title VI of the Civil Rights Act of 1964; (2) Hispanics have the highest dropout rate of any minority group; and (3) few Hispanic students are prepared for college in the same way that White and Asian students are. A list of nine references is appended. (FMW)

ED 316 409 SE 051 234

Cornwall, Bonnie; Ortiz, Kim
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
California Energy Extension Service, Sacramento.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 88
NOTE- 92p.; For curriculum materials for grades 7-12, see SE 051 235. Some pages have small or faint type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Energy Conservation; *Energy Education; *Environmental Education; *Instructional Materials; Middle Schools; Science Activities; Science Education; *Science Materials

The California Extension Service works with schools to develop energy education programs which will reduce school energy usage and costs by involving staff and students in energy management. This bibliography contains selected materials which present an accurate reporting of the facts, assume little teacher background, emphasize active learning in and out of the classroom, and emphasize energy conservation and quality of life. Listed here are 36 instructional resources for grades K-6. Resources are organized into five categories: (1) "Interdisciplinary Materials;" (2) "Science Activities;" (3) "Grade Level Materials (Developed by Energy Source);" (4) "Supplemental Activities;" and (5) "Resource Materials." For each set of materials, the grade levels, availability, cost, an abstract, and an example of the activities in the material are presented. (CW)

ED 316 424 SE 051 255

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Aug 89
NOTE- 79p.; For Edition One, see ED 297 939.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Guides; Curriculum Evaluation; *Educational Assessment; Elementary Education; *Elementary School Science; *Program Evaluation; *Program Improvement; Science Education; *Science Instruction
IDENTIFIERS- *Dependents Schools

This guide was developed for the Department of Defense Dependent Schools (DoDDS) Pacific Region science coordinator, elementary school principals, and teachers to serve as an aid in identifying strengths and weaknesses of science programs in grades K-6. It was also designed to serve as a workbook for the science coordinator to use during school visits. Included in the areas to be assessed are program indicators, program management, budget, library and media center, the use of computers, curriculum guides, time allocation, teaching staff, adopted textbooks, the school improvement plan, and standardized testing. Appendices include: (1) a memorandum on quality program indicators; (2) the DoDDS "Administrator's Guide"; (3) the DoDDS "Science Objectives for 1985-1992"; (4) the DoDDS "K-6 Learning and Time Allocation Guide"; and (5) a list of the approved textbooks for the DoDDS-Pacific Region. (CW)

ED 316 439 SE 051 272

Holt, Bess-Gene; And Others
Your Child and Science: Getting Involved.
Contract Research Corp., Belmont, Mass.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- OHDS-81-31143
PUB DATE- 81
NOTE- 25p.; For a related document, see SE 051 271.
CONTRACT- HHS-105-78-1026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Childhood Education; Measurement; Numbers; Parent Materials; *Parent Role; Preschool Education; Science Interests; *Scientific Concepts; Space; Time
IDENTIFIERS- *Head Start Program
This is one in a series of publications designed for parents and teachers to help children acquire developmentally appropriate basic educational skills at home and in school. Topics included are: (1) "What is science?"; (2) "Why is science important?"; (3) "How children develop science skills?"; (4) "You can help your children learn science" listing many suggestions for indoor, outdoor, or everyday trips; and (5) "Points to keep in mind." (YP)

ED 316 498 SO 020 710

Butler, Dee
Title IX: What Is It?
West Virginia State Dept. of Education, Charleston.
PUB DATE- 87
NOTE- 18p.
AVAILABLE FROM- West Virginia Dept. of Education, 1900 Washington St., E., B-252, Charleston, WV 25305 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; *Civil Rights Legislation; Educational Discrimination; Employed Women; Employment Practices; *Equal Education; *Equal Opportunities (Jobs); Females; Selective Admission; Sex Bias; *Sex Discrimination; *Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972
Title IX, passed by the U.S. Congress in 1975 as part of the Education Amendments, is a public law that prohibits sex discrimination against students and employees and provides them with equal access to courses and to employment in education agencies, including public school systems. Designed to be used in conjunction with a video by the same title, this booklet provides a brief overview of the five areas that Title IX covers, specifically related to West Virginia public schools. (1) Each county must conduct a self-evaluation of policy and procedures, appoint a Title IX coordinator, and adopt and publicize a grievance procedure for students and employees. (2) No county may discriminate on the basis of sex in admitting students to any of its public schools. (3) Students, male and female, must be provided equal opportunity in being admitted to courses or curricular and extracurricular activities. They may be separated only during portions of courses that deal with human sexuality or during contact sports. They must be provided with unbiased counseling and testing. They may not be discriminated against if they are pregnant, if they are married, or if they are potential parents. (4) Males and females, either potential employees or those who are already employed in the public schools, should be afforded equal and fair treatment in all aspects of employment. (5) It is the responsibility of the Office for Civil Rights at the U.S. Department of Education to review the state and counties' Title IX programs. (JB)

ED 316 531 SP 032 086

Fort, Inza L.; Di Brezzo, Ro
Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
PUB DATE- 23 Apr 89
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association of Girls and Women in Sport and the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 20-23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Body Weight; *Dietetics; Exercise; *Nutrition Instruction; *Physical Fitness; *Womens Athletics
The preponderance of articles and research on nutrition can be confusing. The active woman over 30 can enhance performance and health with a high-quality diet. Specific nutritional concerns for women after the college years, such as nutrient content, iron, calcium, vitamin supplementation, and caffeine are discussed. Evidence that processed foods and fast foods contain high percentages of fat are presented. Training and nutritional patterns of 47 women who participated in the Hogeye Marathon (Arkansas) indicated that most of these women exercised an average of 20 plus miles per week and consumed an average of 1,900 calories daily. Few, because they were regular exercisers, were overly concerned about their weight. Results indicated that most of the surveyed women consume quality diets designed to enhance their performance. (Author)

ED 316 561 TM 014 511

Krug, Samuel E.
The 16PF Tradition in Contemporary Personality Assessment.
PUB DATE- Aug 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Clinical Psychology; Cognitive Tests; History; *Personality Measures; Test Construction; *Test Use
IDENTIFIERS- Adult Personality Inventory; Clinical Analysis Questionnaire; *Sixteen Personality Factor Questionnaire
The 16 Personality Factor Questionnaire (16PF), which is reviewed historically in this essay, represents a unique and significant chapter in the history of personality assessment. During the first 20 years of its existence, the 16PF underwent numerous revisions and restandardizations. During that period, R. B. Cattell, the creator of the 16PF, laid the foundations for an approach that would uniquely characterize his approach to personality assessment. The 16PF became the parent of an entire family of tests, including shorter versions, single-purpose instruments, and age-specific instruments. At the present time, the system consists of 13 different self-report instruments that encompass 23 different test forms and a total pool of nearly 3,000 items. During its second 20 years of existence, 16PF development has slowed, but use of the instrument has increased. Two notable developments are the Clinical Analysis Questionnaire (CAQ) and the Adult Personality Inventory (API). For the future, it seems that the 16PF tradition will most likely be reflected in the CAQ and API. The former significantly broadened the range of application of the 16PF by adding scales to assess affective and cognitive disturbances. The API anticipated the enormous growth of computerized testing. A 46-item list of references is included. (TJH)

ED 316 589 UD 026 581

Germanis, Peter, Ed.; Bavier, Richard, Ed.
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
Interagency Low Income Opportunity Advisory Board, Washington, DC.
PUB DATE- Sep 87
NOTE- 563p.; For other volumes in this series, see UD 026 579-584. and UD 027 261. For the concluding sections of this compendium, see UD 026 582.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; *Housing; *Low Income; *Poverty Programs; Program Descriptions; Public Policy; *State Programs; Welfare Services
IDENTIFIERS- *Cash Assistance Programs; *Food Distribution Programs

About half of the first part of a 4-part compendium of information about low income assistance programs is presented in this document (the rest of part 1 and the other 3 parts of the compendium are presented in volume 3 of supplement 1 of this series). Part 1 contains detailed information about 59 major federally supported public assistance programs, each of which spent annually over $20 million in fiscal year 1985, and applied a means-test to determine eligibility. Generally the means-test measured income, and sometimes other resources, against a maximum or ceiling. The 59 programs are divided into 7 categories, of which the first 3, Cash, Food, and Housing, make up the content of this volume. (The other 4 categories are Health, Services, Employment, and Education.) The introduction to part 1 contained in this volume provides various kinds of background information, including methods used to compile the data, the organization of the materials, and the structure of the program descriptions. The pattern is essentially the same in all cases, beginning with a program summary, going on to cover administration, objectives, eligibility, benefits and services, program linkage and overlap, and legislative environment, and ending with a series of data tables. The volume also contains a general introduction to the compendium as a whole. (AA)

ED 316 305 JC 900 175

Weinberg, Barry M.
Scholarship Fund Development: The Art of Successful Begging.
Anne Arundel Community Coll., Arnold, Md.
PUB DATE- Apr 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Corporate Support; *Donors; Educational Finance; *Fund Raising; *Private Financial Support; *Scholarship Funds; School Business Relationship; School Community Relationship; Two Year Colleges
In 1985, Maryland's Anne Arundel Community College (AACC) launched a major scholarship fund-raising drive in response to limited federal, state and county funding. The campaign began with an account balance of $30,000; today the school has scholarships over $450,000. The success of AACC's fund-raising drive resulted from the commitment demonstrated by faculty and staff through direct donation or payroll deduction, by business and industry in Anne Arundel County, and by students, alumni, and employees. The key elements influencing donor motivation were: (1) belief in a specific cause; (2) excitement over making an impact; (3) individual benefits such as tax breaks, peer approval, and free advertising; (4) feelings of altruism; and (5) the need to be recognized and appreciated. Instead of utilizing large numbers of volunteers, the AACC campaign used trustees, local corporate executives, faculty members, and staff to personally approach prospective donors. Over a period of five years, the scholarship campaign incorporated college talent shows, golf/tennis tournaments, faculty/student athletic challenges, community yard sales/auctions, 10K runs, payroll deduction programs, memorial scholarship programs, performing arts series, raffles, and a credit card program into its campaign activities. (WJT)

ED 316 319 PS 018 606

Norton, Dolores G.
Sense of Time: Its Relationship to Achievement.
PUB DATE- 30 Sep 89
NOTE- 14p.; Paper presented at a Research Seminar of the National Black Child Development Institute (Washington, DC, September 30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Black Youth; *Child Rearing; *Cognitive Development; Communication (Thought Transfer); Ecological Factors; Ethnography; Family History; *Inner City; Longitudinal Studies; Parent Child Relationship; Parent Influence; Primary Education; *Time; Urban Youth; Videotape Recordings; Young Children

This paper centers on research on the development of a sense of time, and particularly, the meaning of the concept of time, children's development of the concept, and the relation of the concept to children's academic achievement in kindergarten and first grade. Discussion first focuses on two background perspectives: (1) the problem of educating black children in U.S. inner cities; and (2) an anthropological-ecological approach to the study of human environments and groups. Longitudinal research that involved a sample of black mothers and children from impoverished, overcrowded areas in Chicago is then presented. Mothers who gave birth in two major metropolitan hospitals were included in the sample if they were adolescents or had been so at the birth of their first child. Mothers and infants were videotaped at birth and at various intervals for a six-year period after birth. Data on mothers and infants also included life histories of mothers, medical and work histories, and first-hand knowledge about friends, moves, drug problems, and other experiences. Most mothers did not talk about time to their children. Among those that did, increased talk about time was associated with increased seriation task scores. Concluding discussion concerns implications of the findings for schools and early intervention programs with young, black inner-city families. References are included. (RH)

ED 316 393 SE 051 195

Hendrickson, A. Dean
Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 310p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 194 is the Teacher's Guide and Lesson Plans for Level Four.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 4; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Worksheets
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level Four experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level Four program. (YP)

ED 316 454 SO 020 407

Population Profile of the United States 1989. Current Population Reports.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Apr 89
NOTE- 66p.; Color coded (shades of green) graphs throughout.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; Blacks; Educational Attainment; Employment; Enrollment Rate; Family (Sociological Unit); Hispanic Americans; Income; Marital Status; Migration; Migration Patterns; Older Adults; Population Distribution; Population Growth; *Population Trends; Poverty; *Profiles; Racial Composition; Rural Population; Urban Population

A wide range of information on demographic, social, and economic trends is brought together in this report. Nineteen sections present statistical information on such topics as population trends, geographic mobility, educational attainment, fertility, poverty, blacks, Hispanics, and the elderly. Sources of data and a subject specialist who can answer technical questions are identified for each section. Some of the highlights of the report follow. The nation's population reached 245,110,000 on January 1, 1988. The number of births in 1987 was 3,809,000. About 26 percent of the nation's growth during 1987 was due to net immigration. Average life expectancy at birth in 1987 was 74.9 years. The South and West continue to dominate the nation's growth in the 1980s. Females constitute the majority of the population in all states except Alaska, Hawaii, Nevada, North Dakota, and Wyoming. The Northeast was the region with the oldest population in 1987. From 1981 to 1987, the farm population declined at an average rate of 2.5 percent per year. The annual rate of moving between March 1986 and March 1987 was 18.6 percent. College enrollment has remained relatively stable for 5 years. In 1988, a record 76 percent of people 25 years and over have completed 4 years of high school or more, and 20 percent had completed 4 or more years of college. The number of households increased 13 percent from 1980 to 1988. In 1987, median family income was $30,850. Numerous charts, graphs, and tables are included. The document presents primary data for use by teachers in developing lesson plans or by students working on individual or group reports. (JB)

ED 316 468 SO 020 585

Schamel, Charles E.; And Others
Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
National Archives and Records Administration, Washington, DC.
REPORT NO.- House-Doc-100-245
PUB DATE- Jan 89
NOTE- 475p.; For Senate Guide, see SO 020 584.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Archives; *Government (Administrative Body); Library Materials; National Libraries; Primary Sources; *Research Tools; *United States History
IDENTIFIERS- Congress; *House of Representatives
The purpose of this guide is to analyze and describe the records of the U.S. House of Representatives in a format that makes them accessible to researchers. The guide is arranged in 25 chapters. Chapter 1 guides the researcher through the procedures that many have found useful to follow when doing research in the records of the House and the Congress. Chapters 2 through 21 contain the descriptions of the records of the standing committees of the House from 1789 through 1968. With two exceptions, these chapters correspond to the 20 committees that existed at the beginning of the 90th Congress, and also contain descriptions of the records of predecessor committees or other records that are related in some way. Chapters 22 through 24 describe the records of the select committees of the House, the records of joint committees of Congress, and the general records of the House from 1789 through 1968. Chapter 25 continues the descriptions of the preceding chapters for the period 1969 to 1988. It contains a brief survey of the major series of records that have been retired by the committees. Appendices list speakers, majority leaders, clerks, beginning and ending dates for each Congress, a glossary of legislative and archival terms used in the guide, a selected bibliography, a list of published and unpublished finding aids to House records, and a list of National Archives microfilm publications of House records. (JB)

ED 316 514 SP 031 973

Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
Association of Teacher Educators, Reston, Va.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Nontraditional Education; *Program Development; *Teacher Education Programs; Teacher Shortage

The Association of Teacher Educators (ATE) has established a Commission on Alternative Certification and charged it with writing standards for nontraditional teacher certification programs. The ATE does not advocate the use of emergency-certified and out-of-license college graduates in the place of integrated four- or five-year teacher education programs. The following conditions are the basis for the recommendations in this document: (1) teacher licensing programs should be legally sanctioned by the state; (2) school districts are empowered to select, hire, and recommend alternative candidates for certification; (3) alternative programs are intended to recruit or select college graduates other than those prepared in regular teacher education programs; (4) the required professional preparation is essentially hands-on, on-the-job training with supporting workshops or courses; and (5) programs are school-based and may or may not include the cooperation or the participation of universities. Twenty-three specific recommendations are made. (JD)

ED 316 546 SP 032 237

Otuya, Ebo, Jr.
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Minority Group Teachers; Role Models; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- ERIC Digests
It is pointed out in this Digest that there is an imbalance between the number of Black, Hispanic, Asian and Native American teachers and the percentage of children of similar ethnic backgrounds in the schools. The growing minority student enrollment in public schools has increased the demand for proportional minority teacher representation. Factors contributing to shortages of minority teachers are discussed. References in the ERIC database are cited. (JD)

ED 316 292 JC 900 160

Sworder, Steven
A Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Admission (School); Community Colleges; Educational Counseling; *Educational Testing; *Enrollment Trends; Mathematics; Screening Tests; *Student Placement; Test Results; Two Year Colleges

In 1989, a study was conducted of the mathematics assessment portion of the matriculation process at California's Saddleback College (SC). The two main purposes of the study were to examine student enrollment behavior in recommended mathematics courses as well as to compare the success rates of students who enrolled in the recommended courses with those who enrolled in self-placed, higher level courses. All those who participated in the mathematics assessment process between July 5, 1988 and January 11, 1989 were included in the population for the study. The assessment process consisted of four separate examinations: Algebra Readiness; Elementary Algebra; Intermediate Algebra; and Pre-Calculus. In all, 2,354 exam were completed. Of the tested students, 1,336 enrolled in a mathematics class within three terms. Major findings and recommendations of the study are as follows: (1) almost all (94%) of those who participated in the mathematics assessment process enrolled in courses in the district, and slightly less than two-thirds of those who enrolled, took a math class within three terms following completion of the assessment process; (2) nearly two-thirds of those who enrolled in a mathematics class chose the course recommended by the assessment/advisement process of the matriculation program; (3) students who followed the course placement recommendations successfully completed those courses at a much higher rate than students who placed themselves above their recommended level; (4) it was recommended that the procedure for registration in mathematics courses be modified to give priority to students who had met course prerequisites or who had received a recommendation for a particular course level through the mathematics assessment process; and (5) it was recommended that the cutoff scores for course recommendations based on the assessment tests be modified. Summaries and analyses of the results of each of the four assessment tests are appended. (JMC)

ED 316 334 PS 018 624

de Setton, Lea S.; And Others
Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
PUB DATE- Feb 90
NOTE- 18p.; Figure 1 contains photoreduced print of marginal legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Child Rearing; Elementary Education; *Elementary School Students; *Family Environment; Foreign Countries; Grade 3; Low Achievement; Low Income Groups; Males; *Self Concept; *Student Behavior
IDENTIFIERS- *Panama
Because little was known about children with behavior problems in the public schools of the Republic of Panama, researchers studied 100 Panamanian third-grade students with behavior problems. Most subjects were male, scored low on intelligence and achievement measures, and were from low income families. Variables investigated included behavior, self-concept, parents' child-rearing practices, and family environment. Data were obtained from students, their teachers, and family members. Measures used included the Spanish translated versions of the Revised Behavior Problem Checklist, the Piers-Harris Children's Self-Concept Scale, the Cornell Parent Behavior Description, and the Family Environment Scale. In general, the third-grade students were low in self-concept, cognitive processing, and intellectual maturity. They also demonstrated a variety of behavior problems. The children perceived their family environment as independent and expressive, with hardly any control and recreation; they indicated that they often received support from their parents. A multimodal treatment approach was recommended as a means to alleviate the problems faced by the children. (RH)

ED 316 350 PS 018 654

Bruner, Charles
Improving Maternal and Child Health: A Legislator's Guide.
Child and Family Policy Center, Des Moines, IA.
PUB DATE- Jan 90
NOTE- 51p.
AVAILABLE FROM- Child and Family Policy Center, 100 Court Avenue, Suite 312, Des Moines, IA 50309 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Child Health; *Federal Programs; Guidelines; *Health Services; Home Visits; Innovation; Insurance; Malpractice; Mothers; Program Evaluation; *Program Improvement; State Legislation; *State Programs
IDENTIFIERS- Early Periodic Screening Diagnosis Treatment Prog; Family Policy; *Maternal Health; Medicaid; Women Infants Children Supplemental Food Program
This legislators' guide outlines state maternal health programs and strategies and offers states options for improving their maternal and child health services. The introductory chapter 1 is followed by an overview of maternal and child health status in the United States in chapter 2. Costs associated with the failure to provide adequate prenatal health care services are considered. Chapter 3 describes federal programs that provide health services to pregnant women and children. Recent congressional changes to the Medicaid program are covered. Chapters 4 and 5 describe state initiatives to improve maternal and child health. Chapter 4 discusses state initiatives to enhance the provision of perinatal health care services through changes to the state Medicaid program. Chapter 5 covers other state initiatives for improving maternal and child health services. These include options for use of maternal and child health block grant funds; the Women, Infants, and Children program; and Early Periodic Screening Diagnosis and Treatment services for children under Medicaid. Chapter 6 offers a framework that state policymakers can use to develop state strategies to improve maternal and child health services. The appendix includes a checklist for policymakers to use in identifying gaps in state maternal and child health programs. (RH)

ED 316 363 RC 017 398

Gotsch, Constance M.; Herrera, Monica
The Cultural Values of Ten Hispanic Women in Eastern New Mexico.
PUB DATE- Oct 87
NOTE- 47p.; Paper presented at the New Mexico Women's Studies Conference (Portales, NM, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cultural Background; Educational Experience; Elementary Secondary Education; *Family Life; *Females; *Hispanic Americans; Interviews; Mexican American History; Postsecondary Education; Social Development; *Values; Womens Education; Work Experience
IDENTIFIERS- *New Mexico (East); Religious Practices
The Hispanic woman in New Mexico has lived in a changing rural environment that has urbanized only recently. This paper examines the comments of modern Hispanic women in eastern New Mexico to document their beliefs about change and stability in their lives. Ten women, ranging in age from 23 to 93 and spanning 4 generations, answered questions about their educations, families, religious training, and work. The lives of these women reflect many of the themes of previous research. Family structures and other social institutions have been similar across the generations. Hispanic women's value systems have not changed drastically from the early 1900s to the present, with a continuing emphasis on hard work, discipline, religion, and a supportive extended family. Although families have always encouraged girls to remain in school, women's access to more advanced education opened up only in the 1930s and 1940s. Increased education and career opportunities in the last few decades have, in turn, delayed the ages at which Hispanic women marry and bear children. This paper provides an overview of the history of New Mexico's women from the Spanish Conquest to the 1970s. This paper contains 18 references. (SV)

ED 316 377 RC 017 418

Richardson, Mike D.; And Others
Principal Selection in Rural School Districts: A Process Model.
PUB DATE- Oct 89
NOTE- 28p.; Paper presented at the National Rural Education Association (Reno, NV, October 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assessment Centers (Personnel); Competitive Selection; Evaluation Criteria; *Evaluation Methods; Interviews; Models; *Personnel Selection; *Principals
IDENTIFIERS- Kentucky
Recent research illustrates the increasingly important role of the school principal. As a result, procedures for selecting principals have also become more critical to rural school districts. School systems, particularly rural school districts, are encouraged to adopt systematic, rational means for selecting administrators. Such procedures will enable superintendents and school boards to make valid, objective decisions when selecting future principals. This paper describes a model for a selection procedure that uses job descriptions, advertisements, candidate assessment measures and techniques, interviews, and reference checks to select the most qualified candidates for principalships. Use of an objective, written measure for assessment can identify personal and professional strengths and weaknesses. Relying on local perceptions of "fit" may be discriminatory and may produce inbreeding and stagnation of educational programs. Several rural school systems in Kentucky have implemented this alternative model, and preliminary results indicate the process works. Potential principals are given a renewed sense of personal integrity in the selection process. Those making the selections indicate candidates are better prepared for the realities of the job. The process does require considerable time and planning. This paper contains 45 references. (DHP)

ED 316 425 SE 051 256

Thornton, Carol A.
Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
PUB DATE- 89
NOTE- 390p.; Some photographs may not reproduce well. See SE 051 257 for Book II: Multiplication and Division.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Arithmetic; Computation; Elementary Education; *Elementary School Mathematics; Home Instruction; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Primary Education
This book was written to help teachers to plan and implement an effective addition-subtraction basic fact program. When it is determined that children have gained an adequate concept for an operation, the next long-range goal is fact memorization. Children need to respond quickly and correctly to number facts and retain this learning over time. To achieve this goal, instructional suggestions are presented in this teacher resource to help children develop strategies and thinking patterns for answering unknown facts. The instructional sequences and activities in this resource relate to memorizing facts which are grouped for recall. A major suggestion made in this resource is to delay studying a group of subtraction facts until related addition facts are mastered. Children learn best by manipulating materials which model the thinking to be acquired. Whenever possible, the initial approach with each new set of facts in this resource is hands-on and incorporates oral language prompts. This document includes discussions of the teaching and learning strategies used by this program, sample lessons, activities, extension and modifying activities, home involvement activities, and a list of references. Appendices include jiffy quizzes, materials lists, and card sets for the basic program. (CW)

ED 316 440 SE 051 274

Recommendations for the Education of Chemistry Teachers.
SPONS. AGENCY- American Chemical Society, Washington, D.C.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Chemistry; Guidelines; Inservice Teacher Education; Preservice Teacher Education; Professional Development; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Educators

Guidelines and recommendations for teacher education recommended by the American Chemistry Society are presented. The guidelines for preservice and inservice education of chemistry and science teachers are also included. Suggestions for implementing the teacher education programs are specified for teachers, college and university administrators and faculties, state education agencies, school administrators, and local groups. Appendices include the following: (1) Extension of the 1983 guidelines for undergraduate education in chemistry by the Committee on Professional Training; (2) a list of suggested periodicals for chemistry teachers and science departments; and (3) a list of members of the task force. (YP)

ED 316 484 SO 020 661

Stoltman, Joseph P.
Geography and History in the Curriculum: Relationships between Space and Time.
Rand McNally and Company, Skokie, IL. Educational Publishing Div.
PUB DATE- 11 Mar 88
NOTE- 14p.; Paper presented at the Annual Conference of the California Council for the Social Studies (Los Angeles, CA, March 11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; *History Instruction; *Integrated Curriculum; Proximity; *Relationship; Social Studies; Space; Time; Time Perspective
IDENTIFIERS- Geographic Literacy
There is an important relationship between history and geography that needs greater emphasis in the social studies curriculum. By emphasizing the temporal and spatial relationships in geography and history, geographers can help develop curriculum that focuses upon the fundamental themes in geography, the relationship of the themes to the study of history, and the cognitive skills important for both disciplines. The integration of history and geography is carried out currently at the elementary level, but secondary level teachers need to strive harder to incorporate this concept into their teaching. Secondary level history textbooks by focusing little attention to geographic concepts do very little to support integration. Geographic literacy is necessary in the teaching and learning of history and needs to be emphasized in the curriculum. (AS)

ED 316 576 TM 014 544

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletins; English; Field Tests; *Foreign Countries; French; *Grade 12; Grading; *Graduation Requirements; High Schools; *High School Seniors; Language Tests; Mathematics Tests; Program Descriptions; Required Courses; Science Tests; Social Studies; *Standardized Tests; *Testing Programs
IDENTIFIERS- *Alberta; Test Reporting

A brief overview of the Diploma Examinations Program conducted by Alberta Education during 1989-90 is provided. All grade 12 students in Alberta are required to write at least one diploma examination, either English 30 or English 33, to receive a high school diploma. The Grade 12 Diploma Examinations Program is intended to develop and maintain excellence in educational standards through certification of academic achievement. The program consists of examinations in selected grade 12 courses: English 30 and 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30, and French 30. Topics covered in this bulletin include high school diploma course and credit requirements, development and field testing of the examinations, special provisions, administration of the examinations, procedures for marking, and reporting and use of results. Appendices include various policy statements, rules, copies of certificates and other documents, and a list of contacts at Alberta Education. (TJH)

ED 316 629 UD 027 327

Children without Homes. A Report by the Massachusetts Department of Education.
Massachusetts State Dept. of Education, Boston.
PUB DATE- Jan 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Demography; *Disadvantaged Youth; Elementary Secondary Education; Family Structure; *Homeless People; Interviews; *Social Services; State Programs; *Student Needs; Student Problems; Student Welfare; Surveys
IDENTIFIERS- *Massachusetts; *Shelters

This annual report on the numbers of homeless children in Massachusetts and their educational experiences is based on information from the following six sources: (1) family, adolescent, and battered women shelters; (2) the Massachusetts Department of Public Welfare (Welfare); (3) the Massachusetts Department of Social Services (DSS); (4) school districts; (5) social service providers working with families in hotels and motels; and (6) personal interviews with homeless families and adolescents. The report is comprised of two main parts and two attachments. The first part, "The Reality," includes the following sections: (1) "Responses from Shelters and Social Service Providers," including discussions of the unique educational needs of homeless children and suggestions on helping homeless children stay in school; (2) "Perspectives of Homeless Children"; and (3) "The Children." The second part, "The Data," includes the following sections: (1) "Ages and Numbers of Homeless Children"; (2) "Changes in Numbers of Homeless Children: October 1988-November 1989"; (3) "School Experience of Homeless Children, Responses from School Personnel"; and (4) "Responses from School Districts." Attachment A comprises lists of May and November 1989 survey respondents from family shelters, battered women shelters, and adolescent shelters. Attachment B reports names of school districts and numbers of reported homeless children during the 1988-89 school year. The report includes 13 figures. (AF)

ED 316 394 SE 051 196

Hendrickson, A. Dean
Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 236p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 197 contains the worksheets for the Level Five program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 5; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. End-of-the-year assessment material is presented. A total of 31 activities on the following concepts and skills are included: (1) ratio; (2) using operations; (3) problem solving; (4) measurement; (5) fractions; (6) decimals; (7) computations; (8) geometry; (9) word problem; (10) logic; (11) scientific notations; (12) use of calculators; (13) use of LOGO; and (14) probability. (YP)

ED 316 410 SE 051 235

Cornwall, Bonnie; Ortiz, Kim
Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
California Energy Extension Service, Sacramento.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 88
NOTE- 91p.; For curriculum materials for grades K-6, see SE 051 234. Some pages have small or faint type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Energy Conservation; *Energy Education; *Environmental Education; *Instructional Materials; Junior High Schools; Middle Schools; Science Activities; Science Education; *Science Materials; Secondary Education; *Secondary School Science
The California Extension Service works with schools to develop energy education programs which will reduce school energy usage and costs by involving staff and students in energy management. This bibliography contains selected materials which present an accurate reporting of the facts, assume little teacher background, emphasize active learning in and out of the classroom, and emphasize energy conservation and quality of life. Listed here are 34 instructional resources for grades 7-12. Resources are organized into five categories: (1) "Interdisciplinary Materials;" (2) "Science Activities;" (3) "History/Social Science;" (4) "Supplemental Activities;" and (5) "Resource Materials." For each set of materials, the grade levels, availability, cost, an abstract, and an example of the activities in the material are presented. (CW)

SP

ED 316 499 SP 031 450

Wasley, Patricia A.; McElliott, Karen S.
Becoming Colleagues: Teachers as Researchers.
PUB DATE- 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *College Faculty; College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; *Informal Leadership; Peer Relationship; *Public School Teachers; Research Methodology; Teacher Participation; Teacher Role; Theory Practice Relationship
This paper describes the rationale, the processes and the outcomes of a teacher-based research project which was undertaken during 1987-88. In the course of the project, university faculty and local school district teachers came together to work, forming two kinds of collegial relationships--teachers working with their fellow teachers and university faculty working with teachers. The project described was established to define teacher leadership as it currently exists in schools from teachers' perspectives. During the course of the study, the group developed and conducted a survey of teachers whom they considered to be leaders within their districts. The purpose of the survey was to determine how teachers define teacher leadership. The teachers involved in the analysis of the data and in the writing of the report determined that the findings held implications for the teachers themselves, for school administrators, and also for university faculty. These implications were formulated as recommendations on the roles and responsibilities of each group. The first half of the report describes the history of the project, summarizes the findings from the research, and describes the university's role in the project. The second half of the report discusses the benefits and problems of participation in such a venture from a teacher's perspective. (JD)

ED 316 532 SP 032 088

Jambor, Tom; Hancock, Kevin
The Potential of the Physical Education Teacher as Play Leader.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the American Association for the Child Rights to Play Leadership and Animation Conference (Washington, D.C., November 2-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Exercise; Physical Activities; *Physical Education; *Physical Education Teachers; *Physical Fitness; Play; *Playground Activities; Psychomotor Skills
The optimal place to accentuate a sound physical fitness program for children at the elementary level is within a well-designed playground. The playground can offer natural fitness development and within this setting the physical education teacher can be the most influential with all children, not just with those who are physically active and aggressive. The primary feature of a well-planned playground is the interlinking of structures and play components that allow for continual movement and interaction opportunity. Thus, a smooth natural integration of all physical development components and related activity options is achieved. All the physical fitness feats methodically worked through in the traditional physical education class are evident in children's free play behavior on the playground. The child is engaged in physical fitness training but isn't aware of it. (JD)

ED 316 547 SP 032 238

Abdal-Haqq, Ismat
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI-88062015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Athletic Coaches; *Athletics; *Behavior Patterns; Competition; Physical Education Teachers; *Sport Psychology; Teacher Responsibility; *Team Sports; *Violence
IDENTIFIERS- ERIC Digests
This Digest examines violence in team sports and how manifestations of violence reflect the attitudes and behavior of players, coaches, and fans. Three theoretical explanations of sports violence are discussed--the biological theory, the psychological theory, and the social learning theory. The pressures of competitive sports on children are noted. The responsibilities of coaches, physical educators, and parents in curbing violence in youth sports are briefly discussed. (JD)

ED 316 562 TM 014 512

Beadle, Mary E.
Evaluating Writing across the Curriculum: Struggles and Insights.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Evaluation Problems; Formative Evaluation; Higher Education; *Instructional Effectiveness; *Interdisciplinary Approach; Program Evaluation; *Summative Evaluation; *Teaching Methods; *Writing Achievement; *Writing Across the Curriculum; Writing Evaluation; Writing Improvement
IDENTIFIERS- Walsh College OH

The problems and accomplishments of a program to evaluate the Writing Across the Curriculum (WAC) program at Walsh College in Canton (Ohio) are described. The college-wide writing program began in 1987 with training workshops for faculty. Stage 1 of the program ended in 1988 with a summative evaluation and the development of a handbook to be used by future participants in the program. Three guiding questions to evalute Stage 1 addressed whether or not: (1) student writing improves in the WAC courses; (2) student learning improves in the WAC courses; and (3) the evaluation forms are effective. Eleven faculty members participated in Phase 1 of the WAC program. The summative evaluation of this phase was conducted through student comments and interviews, faculty comments and interviews, and student grades. Student writing and learning did improve in the WAC and after the program. Faculty also found the experience to be positive. It became apparent that effective evaluation depended on the interest and commitment of the faculty members, and their clear understanding of the process from its inception. Future WAC instructors need to plan the evaluation as a first and essential part of the planning. Appendix A includes the faculty evaluation questionnaire; and Appendix B is a chart of evaluation considerations. (SLD)

ED 316 590 UD 026 582

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
Interagency Low Income Opportunity Advisory Board, Washington, DC.
PUB DATE- Sep 87
NOTE- 457p.; For other volumes in this series, see UD 026 579-584 and UD 027 261. For the first portion of this compendium, see UD 026 582.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Community Programs; Employment Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Health Programs; *Low Income; Migrant Programs; *Poverty Programs; Program Descriptions; Public Policy; *Social Services; *State Programs; Student Financial Aid; Supplementary Education; Veterans; Welfare Services
IDENTIFIERS- Medicaid

This volume contains the second half of part 1 of a 4-part compendium of information about low income assistance programs plus the remaining 3 parts of the compendium. Part 1 contains detailed information about 59 major federally supported public assistance programs, each of which annually spent over $20 million in fiscal year 1985, and applied a means-test to determine eligibility. Generally the means-test measured income, and sometimes other resources, against a maximum or ceiling. The 59 programs have been grouped into 7 categories, of which the first 3, Cash, Food, and Housing, are described in volume 2 of supplement 1 of this series, while the remaining 4, Health, Services, Employment, and Education make up the bulk of the present document. Descriptions of these major programs all follow essentially the same pattern, beginning with a program summary, going on to cover administration, objectives, eligibility, benefits and services, program linkage and overlap, and legislative environment, and ending with a series of data tables. Part 2 contains summary descriptions of 31 other federally supported grant programs, including some smaller means-tested programs and other grants programs that ordinarily do not require that recipients pass a means-test, but in some way target funds for areas or population groups regarded as low income. Part 3 contains summary descriptions of 11 loan programs targeted for low income people. Part 4 consists of an introduction and a table displaying data submitted voluntarily by 33 states, the District of Columbia, and the Commonwealth of Puerto Rico, about low income assistance spending not associated with federal matching funds. (BJV)

ED 316 603 UD 027 261

Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
Interagency Low Income Opportunity Advisory Board, Washington, DC.
PUB DATE- Dec 88
NOTE- 72p.; For other volumes in this series, see UD 026 579-584.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; Family Characteristics; Federal Aid; *Federal Programs; Job Training; Low Income Groups; *Program Evaluation; *State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Dependency (Economic); Reagan Administration

This is the first annual report of the Interagency Low Income Opportunity Advisory Board. It describes the board's background, philosophy, and accomplishments to date. The purpose of the board is to carry out President Ronald Reagan's welfare reform initiative as spelled out in the Administration's 6-volume report, "Up From Dependency, A New National Public Assistance Strategy." This strategy calls for state-sponsored, locally controlled demonstrations of innovations in public assistance programs with the aim of reducing dependency on welfare programs. The following sections are included in this report: (1) "Introduction"; (2) "Background: The Welfare System in 1987"; (3) "Creation of the Interagency Low Income Opportunity Advisory Board"; (4) "Board Activities and Accomplishments"; (5) "The White House Workshop on Self-Help Efforts and Welfare Reform"; (6) "Status of the Welfare System in 1988"; and (7) "Recommendations." The following three appendixes are included: (1) "Establishment, Organization and Authority of the Interagency Low Income Opportunity Advisory Board"; (2) "Summary of Up From Dependency Report Series"; and (3) "Report of the Self-Help Working Group." One map is included. (JS)

ED 316 617 UD 027 303

Pallas, Aaron
Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-0
PUB DATE- 89
NOTE- 4p.
CONTRACT- R188062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Influence; *Definitions; *Educational Change; *Educational Trends; Elementary Secondary Education; Family Influence; *High Risk Students; Individual Characteristics; Literature Reviews; *Predictor Variables; School Demography; *Student Needs
IDENTIFIERS- ERIC Digests

Current approaches to educating at-risk students are the result of several shifts in thinking over the last 35 years, and a new way of defining at-risk students is needed to permit changes in school policy and practice to meet these students' needs. Cultural deprivation was originally considered the single cause of at-risk status. Subsequently, educational deprivation was considered the primary cause. Another cause was thought to be the failure of all social institutions charged by society with educating youth. The current definition of at-risk status is the probability that the student will fail academically. A new definition of at-risk status must incorporate all of the factors that put a student at-risk, including the influence of family and ommunity. Acknowledging the influence of home, school, and community highlights the need for comprehensive academic and non-academic program strategies that serve students throughout their school careers. The following factors are associated with exposure to inadequate educational experiences: (1) poverty; (2) race and ethnicity; (3) family composition; (4) mother's education; and (5) language background. The highest concentrations of at-risk students are in urban centers and rural areas; roughly 40 percent of the school-aged population can currently be considered at-risk and the number is certain to increase. The problem of restructuring schools to meet the needs of at-risk students is one of developing an environment, programs, and services that will provide appropriate educational experiences. Making schools more responsive to at-risk students will be difficult for the following reasons: (1) unique family backgrounds and school experiences of the students; (2) the responsibility of schools for a diverse array of educational goals; (3) society's need for highly skilled workers; (4) increased number of at-risk students; and (5) imprecise nature of education. A list of seven references is appended. (FMW)

ED 316 306 JC 900 176

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- May 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Role; College School Cooperation; *Community Colleges; Economic Development; *Educational Finance; *Educational Objectives; Educational Quality; Financial Support; Literacy Education; Mission Statements; Outcomes of Education; Program Development; School Community Relationship; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *North Carolina

In 1988, a state plan was developed for North Carolina's community college system, incorporating a revised mission statement and a set of goals and objectives for the system. The plan focused on six major themes: the quality imperative; serving the underserved; the education continuum; economic development; "community" college; and managing for effectiveness. Within this framework, 14 goals were established: (1) assure quality in each of the system's instructional programs; (2) strengthen teaching and learning throughout the colleges; (3) attract, retain, and support highly qualified institutional and departmental personnel; (4) provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment; (5) provide educational access to all adults; (6) significantly increase literacy levels; (7) provide support services; (8) improve cooperative relationships with public and private schools, colleges, and universities; (9) stimulate economic development through education, training, and retraining; (10) provide community service activities supporting local civic, economic, educational, and cultural needs, and establish cooperative relationships between and among participating groups; (11) obtain adequate funding for community college programs and services; (12) assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness; (13) encourage future-oriented leadership and sound management practices; and (14) maintain a clear identity, reach potential consumers of education and training services, and increase public support for the system and its member institutions. Appendixes outlining the development, assumptions, and definitions of plan are attached. An interim assessment of the state's progress toward fulfilling the goals and objectives of the plan is attached. Specific educational outcomes are cited for each objective. (JMC)

ED 316 320 PS 018 607

Swadener, Elizabeth Blue; Jackson, Mollie M.
Creating Education That is Multicultural in Preschool and Kindergarten Settings.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Activities; *Early Childhood Education; *Educational Environment; Educational Objectives; *Educational Practices; Guidelines; *Holidays; Kindergarten; *Multicultural Education; *Parent Participation; Preschool Education; Social Action
IDENTIFIERS- *Developmentally Appropriate Programs
In recent years, strategies for multicultural education and human relations have been applied to progressively younger preschool children. This paper identifies five approaches to multicultural education, then goes on to discuss the strengths and weaknesses of the predominant human relations approach. Challenging issues encountered in applying multicultural education to early childhood programs are then discussed. It is argued that a program committed to multicultural education will create an environment, recruit a staff, involve community resources, and provide toys and learning materials that reflect the diversity of the broader society. Recommendations concern: (1) creation of a multicultural environment; (2) parent involvement; (3) developmentally appropriate activities; and (4) holiday issues. It is concluded that the most important short-term goals may be enhancement of self-esteem and appreciation of human diversity. Long-range benefits will include preparing young people to build a more equitable and inclusive society. (RH)

ED 316 469 SO 020 586

Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Applied Music; Course Descriptions; Curriculum Development; High Schools; *Music Education; Objectives; State Curriculum Guides; Student Responsibility; Teacher Responsibility
IDENTIFIERS- *Louisiana; *Pianos

In the last 50 years, the school music program has broadened from just band, choir, and orchestra activities to also include other music classes and activities needed by the students served by the school music program. Just as other subject area curricula have expanded from more general studies to very specific courses, the music program now includes classes in such areas as music theory, music history, composition, chamber music, popular and commercial music. The one segment of music instruction that has not been directly incorporated into the secondary music curriculum is the area of applied music. The reason for this apparent neglect is pure economics. The funding for public education will never be sufficient to provide one-on-one instruction. However, through cooperation with professional organizations and other instructional service opportunities, there is a way that advanced applied music studies can be reflected on the student's high school transcript. This proposal is for such a program and is intended as a guide for schools wishing to institute a program. Goals and responsibilities are set out, teacher qualifications are given, sample application and evaluation forms are included, course outlines are presented including suggested music literature, and course outcomes are discussed. (JB)

ED 316 515 SP 031 976

The Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
Domestic Policy Council, Washington, DC.
PUB DATE- Dec 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Caregivers; *Community Responsibility; Divorce; *Economic Factors; *Family Life; *Government Role; One Parent Family; Pregnant Students

The White House Working Group on the Family was mandated to study how government at all levels could be made supportive of American families (i.e., how a pro-family policy could be implemented). This report on the status of family life in the United States opens with guidelines by which to judge public policy and its effects on the family. The first section, on "family economics," discusses the family in a capitalist society and the legal status of the family. The subjects of divorce and poverty are also considered. In discussing "children and the American future," the topics of teen-age pregnancy and television are approached and the deleterious effects of welfare on child poverty is reiterated. In discussing "caring for children," child support enforcement statistics are offered as well as information on adoption. In the final section, "neighborhoods," community responsibility is discussed along with citizenship and taxes. Education and the schools are briefly discussed with emphasis on the work ethic and moral values. (JD)

ED 316 335 PS 018 625

Spring, Michelle P.
Just in Case...Parental Guidelines in Case You Are Considering Daycare.
National Center for Missing and Exploited Children, Arlington, VA.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Jan 90
NOTE- 8p.
CONTRACT- OJJDP-89-MC-CX-K001
AVAILABLE FROM- National Center for Missing and Exploited Children, Publications Department, 2101 Wilson Boulevard, Suite 550, Arlington, VA 22201 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Day Care; Early Childhood Education; *Educational Quality; Guidelines; *Safety; *Selection; *Sexual Abuse
Guidelines are offered for parents considering placing their children in day care. Contents concern: (1) information on finding high-quality day care providers; (2) safety tips for children in day care; (3) ways of detecting sexual abuse and exploitation; and (4) what to do if a child discloses acts of abuse and exploitation in the day care center. (RH)

ED 316 364 RC 017 399

Mulkey, David
A Changing Rural America: The Context for School Participation in Community Development.
PUB DATE- Sep 89
NOTE- 20p.; Paper presented at the Regional Conference on the Role of Education in Rural Community Development (Roanoke, VA, September 23-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Action; Community Change; *Community Development; Community Study; Economic Development; Educational Objectives; Elementary Secondary Education; Relevance (Education); Rural Areas; Rural Development; *Rural Economics; *Rural Education; School Community Relationship; Social Responsibility
Community development depends on capable, visionary local leaders and on informed and active citizens. Thus, in the long run, education for all citizens may be the most critical ingredient to the success of rural community development programs. Schools can further contribute to the development of rural communities by providing an explicit community focus to educational programs. This paper describes the declining economics of rural America in the 1980s, manifested in lost farms, closed businesses, unemployment and underemployment, eroding tax bases, and the inability of local governments to provide needed services. These changes are not just cyclical, but part of a broader restructuring of the national economy. Community capacity to alter this process can be affected by investment in education, with students benefitting through higher earnings and communities benefitting from improved schools and the increased productivity of better educated individuals. Schools can also make explicit contributions to community development by delivering quality education to all students, expanding their mission to include meeting the community's broader educational needs; teaching about the community and how it works; focussing on modern technology; leadership skills, and entrepreneurial abilities; and increasing public awareness of community educational needs. This paper contains 34 references. (DHP)

ED 316 378 RC 017 420

Muse, Ivan; And Others
Becoming a Rural School Principal: A Seven-State Study.
PUB DATE- 9 Oct 89
NOTE- 24p.; Paper presented at the Annual Conference of the National Rural Education Association (Reno, NV, October 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Qualifications; Administrator Selection; Elementary Secondary Education; Instructional Leadership; Management Development; *Principals; *Rural Schools; Rural Urban Differences; Surveys
The position of rural principal differs from that of the urban school administrator, often requiring more sacrifice to earn administrative credentials and demanding day-to-day involvement in every aspect of school activity. This paper reports the results of a 7-state study of 600 principals to determine differences between principalships in rural and urban settings, the attractions of rural principals' positions, and to identify the future rural administrators. Of the respondents, 82% were male. Only 47% planned to be in their present positions in 5 years. All had teaching experience, 69% in rural schools, with the majority having taught more than 6 years; however, 55% had not taught in their present districts prior to becoming administrators, and 59% noted that no one else in their districts held administrative certification. Only 60% of those principals whose teaching experience was at the elementary level were classroom teachers. The others were physical education teachers, counselors, or special education teachers. The greatest source of supplemental income was spouses' salaries. The paper raises a number of questions about the source of future principals, the reasons men comprise the overwhelming majority of principals, whether standards for rural principals should be raised or altered, and the need for special programs to prepare rural principals. (DHP)

ED 316 441 SE 051 277

Trowell, Judith M., Ed.
Projects to Enrich School Mathematics, Level 1.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-280-5
PUB DATE- 90
NOTE- 174p.; For Level 2, see ED 294 709; Level 3, see ED 294 710.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($14.50; 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; Fractions; Geometric Constructions; Geometry; *Independent Study; *Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; *Mathematics Materials; *Mathematics Tests; Numbers; Probability
IDENTIFIERS- LOGO Programing Language

This material was produced by a task force of the National Council of Teachers of Mathematics to provide independent study projects for use in grades four through six. The major goals are as follows: (1) to encourage student research, investigation, and communication of mathematics through reporting and writing; (2) to provide activities that are appropriate for average as well as above average students; (3) to include topics that are not found in the standard curriculum; (4) to supply the teacher with material that can be adapted to a variety of settings including individual and small-group work; (5) to stimulate student interest and curiosity about mathematics and its applications; and (6) to promote the vision of mathematics described in the "Curriculum and Evaluation Standards for School Mathematics." Each of the 18 activities presented includes projects to be completed, explanations or examples to facilitate independent work, and teacher notes, references and related readings. The appendices include patterns and grid papers for various activities. (YP)

ED 316 455 SO 020 409

Fertility of American Women: June 1988. Current Population Reports. Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- May 89
NOTE- 76p.; Tables with small type throughout.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Birth Rate; Blacks; Childlessness; Family Size; Females; Hispanic Americans; Illegitimate Births; Population Growth; *Population Trends; Pregnancy; Unwed Mothers; Whites

The fertility rate for the 12 months ending in June 1988 was an estimated 69.7 births per 1,000 women aged 18 to 44 years. Fertility rates during the 1980s have been stable. The statistics on childbearing and birth expectations of U.S. women contained in the detailed tables of this report are based on data collected in the June 1988 supplement to the Current Population Survey. The principal findings of the survey follow: Among women who had a child in the year preceding the survey, 51 percent were in the labor force. This rate was substantially higher for women with four or more years of college than for women who had completed less than 12 years of school. The fertility rate for women 30 to 34 years old was 81.6 births per 1,000 women, up from the 1980 rate. Twenty-five percent of women in their early thirties were childless. Hispanic women had an estimated fertility rate of 94.0 births per 1,000 women 18 to 44 years old, significantly higher than the fertility rate for non-Hispanic women (67.5 per 1,000). Forty percent of first births between 1985 and 1988 for women 15 to 29 years old were either born out-of-wedlock or were conceived before the woman's first marriage. This proportion ranged from 32.8 percent for White women to 78.8 percent for Black women. Among Hispanic women, the figure was 42.7 percent. Women 18 to 34 years old in 1988 expected to have an average of 2.1 children in their lifetime. About 15 percent of women 18 to 34 years old, however, were uncertain about their future childbearing plans. The document is a primary data source used by teachers in developing lesson plans or by students working on individual or group projects. (JB)

ED 316 485 SO 020 679

Berger, Karl; And Others
America, the Soviets and Nuclear Arms: Looking to the Future.
Brown Univ., Providence, RI. Center for Foreign Policy Development.
PUB DATE- Aug 89
NOTE- 77p.; For related document, see SO 020 680.
AVAILABLE FROM- Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Conflict Resolution; Decision Making; *Diplomatic History; Disarmament; Foreign Countries; *Foreign Policy; *Futures (of Society); Human Relations; International Cooperation; *International Relations; National Defense; Nuclear Warfare; Peace; Problem Solving; War; World Affairs
IDENTIFIERS- *USSR

Part of a larger project, "The U.S. and the USSR: Choices for the 21st Century," that is aimed at developing curricular materials for use at the secondary, undergraduate, and adult education levels, this book helps high school students to think through some of the complex issues surrounding U.S.-Soviet relations and the nuclear arms race as the United States enters the twenty-first century. By presenting four alternative "futures" for U.S.-Soviet relations in 2010, this book helps students consider what policies the United States should follow in the years ahead. The four images presented of the United States in the year 2010 are called: (1) "The U.S. Gains the Upper Hand"; (2) "Eliminate the Nuclear Threat, Compete Otherwise"; (3) "Cooperative Problem Solving"; and (4) "Defend Only North America." Students also are asked to create a "Future 5." The book also provides a history of U.S.-Soviet relations. A glossary, with small maps, is included. (AS)

ED 316 548 SP 032 239

Abdal-Haqq, Ismat
The Nature of Professional Development Schools. ERIC Digest 4-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; *Educational Innovation; Elementary Secondary Education; Higher Education; *Instructional Improvement; Professional Development; *Teacher Administrator Relationship; *Teacher Improvement
IDENTIFIERS- ERIC Digests; *Professional Development Schools
Three major purposes have been proposed for Professional Development Schools: (1) to improve education of prospective and practicing teachers; (2) to strengthen knowledge and practice in teaching; and (3) to strengthen the profession of teaching by serving as models of promising and productive structural relations. At present there is neither a fully realized Professional Development School in the country nor a consensus about the mission of such schools. This Digest explores the proposed purposes of these schools and some of the research studies that provided the concepts upon which they would be based. Some critiques of the concept of the schools are also noted. (JD)

ED 316 577 TM 014 545

Achievement Testing Program. Provincial Report: June 1989 Administration.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 89
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; English; Equated Scores; Field Tests; *Foreign Countries; Grade 3; Grade 6; Grade 9; Grading; High School Students; Science Tests; Scores; Sex Differences; Social Studies; *Standardized Tests; Testing Programs; *Test Results
IDENTIFIERS- *Alberta; Test Reporting

In June 1989, third, sixth, and ninth graders in Alberta (Canada) were administered standardized tests in English, Social Studies, and Science, respectively. This report presents results of these tests at each grade level and by gender, with comparative data from 1985. Data for 31,998 third graders (English), 29,918 sixth graders (social studies), and 27,137 ninth graders (science) who took the tests in 1989 are provided. Guidelines for interpreting achievement test results are also included. Results indicate that overall student performance remains satisfactory. More students than expected in grade 3 achieved the acceptable standard, but fewer students in grades 6 and 9 achieved the acceptable standard. The number of students achieving excellence exceeds expectations in all three grades. This provincial pattern of results in consistent with previous test administrations. Topics covered in appendices include test development, use of test results, standard setting, equating multiple-choice and written-response test scores, reporting results to parents, and comparing results to standards. A feedback questionnaire concerning this booklet is also included. Twelve figures and 40 data tables are provided. (TJH)

ED 316 630 UD 027 329

Anglin, Leo W.; Mooradian, Paul W.
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College School Cooperation; Elementary Secondary Education; *Enrichment Activities; Higher Education; High Risk Students; *Program Evaluation; Program Improvement; Student Participation; Surveys; *Urban Schools
IDENTIFIERS- *Collaboratives; *Ohio (Cleveland)
This article reports the findings of a descriptive study of collaborative activities undertaken by postsecondary institutions in Cleveland (Ohio) with Cleveland Public Schools. The nature of collaborative activities is described and recommendations for multi-interinstitutional cooperation leading to a common educational agenda are discussed. An analysis of the survey revealed several major trends that seem to characterize school-college partnerships in greater Cleveland. These trends indicate that: (1) the majority of student development, academic precollegiate, and career programs were concentrated at the upper-secondary level; (2) many of the program opportunities targeted the academically accomplished, college-bound student; (3) large populations of at-risk students were underserved or entirely neglected by school-college partnerships; and (4) virtually no program coordination between elementary, junior, and senior high schools was identified. The following recommendations are offered as possible strategies for action: (1) future collaborative programming should be expanded to reach a broader segment of the student population; (2) strategies should be developed that will achieve a better balance of program representation across the curriculum and across grade levels; and (3) schools and colleges should work together to develop the necessary linkages between elementary, middle, secondary, and postsecondary institutions. One figure is included, along with a list of 12 references. (JS)

ED 316 293 JC 900 161

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; *Expenditures; *Financial Support; Instructional Student Costs; National Surveys; Questionnaires; School Personnel; School Statistics; *Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; Two Year Colleges
Comparative financial information, derived from two national surveys of 544 public community and junior colleges, is presented in this report for fiscal year 1988-89. Chapter 1 provides guidance on the use of the report to compare institutional statistics with national and peer group norms and points out the limitations of the data. Chapter 2 summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 3 and 4 present data on the medians and quartiles for the full sample of 544 colleges, offering information on expenditures by major and detailed categories, computer-related expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. Chapter 3 also includes worksheets to facilitate comparative analyses. Chapter 5 contains medians and quartiles for college peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that 50% of the institutions surveyed: (1) spent more than 61% of their operating budget on instruction, research, public service, and academic support; (2) spent more than 37% of their operating budget on student services, institutional support, and plant operation and maintenance; (3) spent more than 3% of their operating budget on computer-related expenditures and 3% on utilities; (4) received more than 66% of their revenues from state and local appropriations; (5) enrolled more than one in every 18 people for credit or noncredit coursework during the year; (6) had student-to-faculty ratios for credit instruction of less than 17:1; and (7) spent more than 58% of total current fund expenditures on current fund salaries and wages. Four appendixes, providing an explanation of methodology, sample surveys, a definition of terms, and a list of participating colleges and peer group composition, are attached. (JMC)

RC

ED 316 351 RC 017 321

Cohen, Michael J.
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
PUB DATE- Sep 86
NOTE- 8p.; Summary of a presentation at the North American Association for Environmental Education Conference (September 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conservation (Environment); *Ecology; *Experiential Learning; Intuition; *Outdoor Education; *Physical Environment
IDENTIFIERS- *Earth; Gaia Hypothesis; *National Audubon Society Expedition Institute; Spiritual Experiences

Planet Earth is a living organism that preserves and regenerates itself and shares information with humans through sensations, feelings, and actions. After early humans migrated from their tropical origins to colder climates, they developed technologies to impose their tropical memories on their new surroundings and lost touch with their ancient partnerships with the natural world. Today culture's nature-abandoning tendencies train hunger for food into habitual desires for money, land, and material goods; demean inborn nature; create chronic stress in human lives; and through information and technology, separate people from the holistic experience of life. Unlike traditional academics, experiential learning evokes feelings and actions as well as thoughts. To avoid stress and environmental destruction, experiential education must reunite human inner nature with the sentient living Earth. Only when feelings, experiences, and nature synchronize does the human mentality touch the Earth's wisdom and do humans learn that the stress on the land and wildlife is the same stress we suffer. The Audubon Institute, expedition education reverse students' exploitive "tropical" tendencies and teaches them to recognize that the living planet exists inside them, biologically and emotionally; to embrace lifestyles and technologies that harmonize with nature; to recognize cooperation and peace as functions of nature; and to confront and subdue their own and others' cultural fears and prejudices against nature. (SV)

ED 316 411 SE 051 238

Directory of Great Lakes Education Material.
International Joint Commission, Windsor (Ontario). Great Lakes Regional Office.
PUB DATE- 89
NOTE- 76p.; For the 1987 directory see ED 282 732.
AVAILABLE FROM- International Joint Commission, 100 Ouellette, Windsor, Ontario N9A 6T3 Canada (free while supply last).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Biological Sciences; *Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Instructional Materials; *Marine Education; Science and Society; Science Education; *Science Instruction; Science Materials; *Secondary School Science; Social Studies; Water Pollution; Water Resources
IDENTIFIERS- *Great Lakes

The Great Lakes Science Advisory Board of the International Joint Commission surveyed several hundred educators and producers of educational programs. One of the results of the survey was the development of this directory, which is limited to materials and producers of materials dealing with the Great Lakes Basin ecosystem, environmental studies, and ecology in general. Each resource entry is included in a category according to its format. Over 250 resources are grouped into the following categories: (1) audio-visual materials; (2) books; (3) booklets; (4) instructional materials; (5) newsletters; (6) pamphlets; (7) periodicals, serials, journals; (8) special reports; and (9) sources. Most entries include titles, publishers and producers, addresses, publication dates, cost, topic of coverage, emphasis, and audience levels. Also included is an alphabetical/subject index designed to help the user locate particular materials. (CW)

ED 316 426 SE 051 257

Thornton, Carol A.
Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
PUB DATE- 89
NOTE- 328p.; Some photographs may not reproduce well. See SE 051 256 for Book I: Addition and Subtraction.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Arithmetic; *Computation; Elementary Education; *Elementary School Mathematics; Home Instruction; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; *Mathematics Skills
This book was written to help teachers to plan and implement an effective multiplication-division basic fact program. When it is determined that children have gained an adequate concept for an operation, the next long-range goal is fact memorization. Children need to respond quickly and correctly to number facts and retain this learning over time. To achieve this goal, instructional suggestions are presented in this teacher resource to help children develop strategies and thinking patterns for answering unknown facts. In contrast to long-standing approaches, readers will note that a different method of grouping and sequencing facts is presented in this teachers resource. This new organization is based on how children can be helped to study and to recall facts. The instructional sequences and activities in this resource relate to memorizing facts which are grouped for recall. A major suggestion made in this resource is to delay studying a group of division facts until related multiplication facts are mastered. Children learn best by manipulating materials which model the thinking to be acquired. Whenever possible, the initial approach with each new set of facts in this resource is hands-on and incorporates oral language prompts. This document includes discussions of the teaching and learning strategies used by this program, sample lessons, activities, extension and modifying activities, home involvement activities, and a list of references. Appendices include jiffy quizzes, materials lists, and card sets for the basic program. (CW)

ED 316 516 SP 031 981

Musick, Cindy, Ed.
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Grants; *Health Education; *National Organizations; *National Programs; *Public Agencies
IDENTIFIERS- *Fund for Improvement; Reform of Schools; Teaching
This collection of abstracts describes in broad terms the scope and objectives of the 1989 Fund for the Improvement and Reform of Schools and Teaching (FIRST) Program in Comprehensive School Health Education and includes names and addresses of recipients. Key groups conducting these innovative programs include five state agencies, seven university-school system partnerships, four national educational associations, two regional educational laboratories, and numerous local educational agencies. Well over half of the programs cover the full K-12 school spectrum, whereas four of the programs focus on elementary school and four on middle and high school. Although the target for most of the projects is the total student population, some priority is given to the underrepresented and underserved. Similarly, although the majority of projects are directed at general statewide needs, they collectively include urban, suburban, and rural models. A Key Contact Directory, which lists some of the nation's more important centers of information on health education, is also included. (JD)

ED 316 563 TM 014 513

Flournoy, Nancy
Adaptive Sampling Designs.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Evaluation Methods; Mathematical Models; *Research Design; *Sampling; Statistical Analysis
IDENTIFIERS- Adaptive Allocation; Clinical Trials; *Sequential Sampling Procedures; *Urn Models
Designs for sequential sampling procedures that adapt to cumulative information are discussed. A familiar illustration is the play-the-winner rule in which there are two treatments; after a random start, the same treatment is continued as long as each successive subject registers a success. When a failure occurs, the other treatment is used until failure occurs. Sequential sampling procedures are discussed in relation to clinical trials, but there are many applications of such procedures in statistics. Models are presented for the adaptive allocation of dose levels to subjects arriving sequentially. Natural multivariate design spaces occurring in radiotherapy given at the Fred Hutchinson Cancer Research Center motivate this work. The allocation rules proposed adapt to accumulating failure data, possibly censored, and thus are governed by an underlying, unknown, multivariate failure distribution in the limit. An urn model is used to effect the adaptation of the allocation scheme. A recursive algorithm for updating the urn distribution is derived. The Bernoulli environment and urn models on ordinal sample spaces in a random environment are also considered. (SLD)

ED 316 604 UD 027 273

Foster, J. M.
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
Greater Washington Research Center, Washington, DC.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Black Employment; Blacks; Educational Background; Employment Experience; *Employment Potential; Employment Qualifications; Females; *Job Skills; Job Training; Labor Market; *Low Income Groups; Males; Occupational Aspiration; *Poverty
IDENTIFIERS- District of Columbia; Focus Groups Approach
This report presents research findings on the opinions of 58 low-income black men and women who discuss whether or not they feel they could earn their way out of poverty and how they might do so. The research involved four focus groups of employed and unemployed men and women from the Washington, D.C., area. The following general conclusions are drawn from an analysis of the focus group discussions: (1) participants see their poverty as caused by a mixture of poor choices, bad luck, and racial discrimination; (2) most believe they can earn their way out of poverty and expect to do so eventually; (3) participants remain hopeful and motivated about successful employment even though they have many reasons to despair; and (4) most believe strongly that they can attain the "American Dream" if they work hard. The individual and marketplace barriers that make obtaining and keeping a job difficult for low-income blacks are discussed. Ways that businesses can help train low-income blacks for jobs are explored. Policy implications are presented based on the participants' responses. Three appendices contain representative quotes from the groups, an overview of the participants, and the outline used to direct the discussions. (JS)

ED 316 395 SE 051 197

Hendrickson, A. Dean
Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 173p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 196 is the Teacher's Guide and Lesson Plans for Level Five.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 5; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Worksheets
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level Five experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level Five program. (YP)

ED 316 533 SP 032 089

Paulk, Jonathan; Helge, Doris
A Survey of HIV Education Programs in Rural Teacher Training Institutions.
National Rural and Small Schools Consortium, Bellingham, WA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 89
NOTE- 15p.
GRANT- U63/CCU002857-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Program Evaluation; *Rural Education; Rural Youth; *Sex Education; *Teacher Education Curriculum
This document reports on the results of a 1988 survey of the status of Human Immunodeficiency Virus (HIV) education in a sample of 109 universities preparing rural teachers. Information is given on the availability of programs, program goals, placement and length of programs, and topics covered. An analysis of the results indicates that while there is a strong minority of rural teacher training institutions offering HIV education, most institutions in the sample did not offer HIV education programs, and where they do exist, the majority are very brief. (JD)

ED 316 307 JC 900 177

Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
Southern Maine Library District, Portland.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Continuing Education; Education Work Relationship; *Employment Patterns; *Job Placement; Migration; *Outcomes of Education; Residential Patterns; Salaries; State Colleges; State Surveys; Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *New Hampshire

This annual placement report provides information on the 1989 graduates from the New Hampshire Technical Colleges at Berlin, Claremont, Laconia, Manchester, Nashua, and Stratham, and from New Hampshire Technical Institute (NHTI). Figures are provided by individual college/institute and for the system as a whole. The following data are provided: (1) placement rates expressed in terms of number of graduates, number employed full time, number employed part time, number continuing their education, number entering the military, number seeking employment, number not seeking employment and the number whose status is unknown; (2) relationship of field of employment to field of study; (3) graduates who are employed in New Hampshire and those working out of state; (4) number who can commute from their home to work; (5) annual salary data for graduates employed full-time, including high and low salaries and average salaries for each program and division; (6) average salaries for the last 10 years; (7) placement data by program for each college; (8) a list of colleges to which graduates transferred; and (9) a list of employers who hired 1989 graduates. The graduating class of 1989 for the system as a whole was comprised of 459 men and 502 women. Of these, 745 went directly to full-time employment (76%), 36 (4%) were employed part-time, and 108 (11%) transferred to another college. Of those who entered the job market, 95% were employed in a job directly related to their college major, 83% took jobs within the state of New Hampshire, and 89% could commute to their new job from their home. (JMC)

ED 316 321 PS 018 608

Swadener, Elizabeth Blue
Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
Pennsylvania State Univ., University Park. Center for the Study of Child and Adolescent Development.
PUB DATE- Sep 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Conflict Resolution; *Educational Practices; *Elementary Education; Elementary School Students; Elementary School Teachers; *Ethnography; *Multicultural Education; Parochial Schools; Social Action; *Values Education; Videotape Recordings
IDENTIFIERS- Friends Central School PA; Nonviolence; *Peace Education; Teacher Researcher Cooperation
A 1-year, school-based collaborative research project explored ways in which children from 5 to 10 years of age learn social concepts related to acceptance and understanding of human diversity, strategies of conflict resolution, social problem solving, and ways to promote peace. The study was carried out by an educational anthropologist, three teachers at a Friends (Quaker) elementary school, and a research assistant. An ethnographic case study approach which employed repeated participant observations and spontaneous and semi-structured interviews with teachers and students was used. Videotapes of activities, discussions, and classroom and playground interactions were made and analyzed. Findings document group processes and classroom discourse, planned and spontaneous activities, and children's perspectives on issues related to their school, strategies for social problem solving, and peace. This paper presents an initial analysis of over 200 hours of observation data and interviews with teachers and children. Findings show the importance of the consistent creation of an open and supportive classroom climate which encourages children's self-expression, appreciation of others who have worked for social change, and repeated experiences in group processes dealing with social problem solving, consensus decision making, and centering techniques. (RH)

ED 316 336 PS 018 629

Boat, Barbara W.; Everson, Mark D.
Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Diagnostic Tests; *Early Experience; Followup Studies; Individual Development; Knowledge Level; Mothers; Play; *Preschool Children; Preschool Education; Sexual Abuse; *Test Reliability; Videotape Recordings
IDENTIFIERS- *Anatomically Correct Dolls; Comfort Index; *Sex Knowledge
As one phase of an extensive research project, normative data on the anatomical doll play of 209 nonreferred 2- through 5-year-old children were collected which revealed extreme, non-normative responses among some 4- and 5-year-olds. Later, a follow-up study was conducted to investigate the consistency of non-normative behavior over time and to explore children's knowledge of genital intercourse, as well as sources of that knowledge. In the normative study, 5 percent of subjects (Demonstrators) clearly placed the dolls in intercourse positions and 8 percent (Avoiders) refused to touch the unclothed dolls. Involving 40 of the original participants, including 10 Demonstrators and 10 Avoiders, follow-up occurred 16 months after the initial study and matched Demonstrator and Avoider subjects to 20 controls on gender, race, and socioeconomic status. Findings revealed changes over time in Demonstrators' and Avoiders' behaviors that may be explained by cultural, maturational, and socialization factors. Most Demonstrators indicated that they had learned about intercourse from watching sexually explicit videos. Implications for children's testimony concerning sexual abuse and for understanding children's behaviors are explored. It is concluded that anatomical dolls can never be a definitive test of child sexual abuse, that the presence of an adult interviewer appears to have an inhibiting effect on children's exploratory behaviors with the dolls, that even 6- and 7-year-olds may need professional support in disclosing sexual abuse, and that further research is needed. (RH)

ED 316 442 SE 051 279

McIntyre, Patrick J.; Walton, Karen Doyle
A Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
Allentown Coll. of Saint Francis De Sales, Center Valley, PA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 90
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Demonstration Programs; *Educational Technology; *Inservice Teacher Education; *Masters Programs; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; Secondary Education; *Teacher Centers
This is a report of a model resource center for science and mathematics teachers which is committed to developing excellence in mathematics, science, and computer learning. Long-range goals of the center include: providing inservice workshops to 500 or more teachers per year on campus; an equivalent amount of instruction off-campus; to provide graduate instruction to 100 teachers per year; and to have more than a thousand teachers use the preview services of the center each year. Chapters included are: (1) "Introduction"; (2) "The Technology Center for Excellence" discussing materials collected including hardware, software, hardware for the handicapped, and curriculum library; (3) "Program Goals" describing the original proposal, status, and commentary of each of the programs; (4) "Project Design" outlining the administrative procedures; and (5) "National Significance" summarizing the significance of this project. Appendices include a proposal for the Center, the Master's program, workshop brochure, and evaluation forms. (Author/YP)

ED 316 456 SO 020 410

National Endowment for the Humanities 23rd Annual Report--1988.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 178p.; Photographs will not reproduce well.
AVAILABLE FROM- NEH 1988 Annual Report, Room 406, 1100 Pennsylvania Ave. NW, Washington, DC (single copies free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Categorical Aid; Educational Finance; *Federal Aid; Fellowships; *Grants; *Humanities; Preservation; Research Projects; State Programs
IDENTIFIERS- Challenge Grants; *National Endowment for the Humanities
Congress established the National Endowment for the Humanities (NEH) in 1965 to support scholarly research, education, and public programs in the humanities. Under the act that established the NEH, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches. This report lists federal funds obligated for grants made in fiscal year 1988 through the Endowment's five divisions (Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs) and two offices (the Office of Challenge Grants and the Office of Preservation). The 2,113 grant listings are preceded by a brief introduction describing the nature and purposes of the programs administered by each division. The grants themselves are listed in alphabetical order according to each grant-making program. A list of the panelists who evaluated the thousands of applications in fiscal year 1988 is included as well as lists of the senior staff members of the NEH and of the members of the National Council on the Humanities. Two tables present a summary of grants and awards for fiscal year 1988 and a financial report for the same fiscal year. (JB)

ED 316 470 SO 020 593

Johnson, Kristi Planck
The Nordic Council and Immigrant Education Policy.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Cooperation; *Educational Policy; Foreign Countries; *Immigrants; *International Cooperation; Migration; Minority Groups; Multicultural Education; *Refugees
IDENTIFIERS- Denmark; Helsinki Agreement; *Nordic Council; Nordic Inter Parliamentary Union; Norway; *Scandinavia; Sweden
Cooperation among Scandinavian nations (Norway, Denmark, Finland, and Sweden) is important in order to develop an effective policy regarding the education of immigrants and refugees. Each of the Scandinavian countries has a definitive education policy for refugees and immigrants. However, cooperative efforts among the nations through the Nordic Inter-Parliamentary Union, the Nordic Council, and the Helsinki Agreement set no firm policy on refugee and immigrant education. Significant issues for policy makers to evaluate and consider in studying refugee and immigrant education include minority language, culture, and group development. Minority populations in Scandinavia, as in all of Europe, are expected to increase, creating a greater need for minority education at all levels that will benefit the whole of society. (AS)

ED 316 486 SO 020 680

Berger, Karl; And Others
America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
Brown Univ., Providence, RI. Center for Foreign Policy Development.
PUB DATE- Aug 89
NOTE- 161p.; For related document, see SO 020 679.
AVAILABLE FROM- Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Area Studies; *Conflict Resolution; Decision Making; *Diplomatic History; Disarmament; Foreign Countries; *Foreign Policy; *Futures (of Society); Human Relations; International Cooperation; *International Relations; Learning Modules; National Defense; Nuclear Warfare; Peace; Problem Solving; Resource Units; Secondary Education; Units of Study; War; World Affairs
IDENTIFIERS- *USSR
This curriculum project focuses on U.S.-Soviet relations and the choices that U.S. citizens face today in addressing the Soviet Union and the threat of nuclear war. This book is intended as a resource guide to accompany a 22-minute video presentation and student text that are part of the "Four Futures" curriculum. The resource book includes the curriculum's 6 lesson plans and 27 supplemental activities, along with evaluation criteria and homework assignments for each lesson. The curriculum's six parts are: (1) "Getting Started," (2) "Providing a Historical Background," (3) "Introducing the Futures," (4) "'Playing' with the Futures," (5) "Four Futures Balloting," and (6) "Moving Beyond the Futures." Appendices contain optional evaluation materials, as well as 111 additional references and information to supplement classroom discussion and student research. (AS)

ED 316 500 SP 031 571

Stahlhut, Richard G.; And Others
Networking Practitioners To Impact Teacher Education.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the National Conference of the Association of Supervision and Curriculum Development (San Antonio, TX, March, 1990). For related document, see ED 310 086.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Participative Decision Making; Preservice Teacher Education; School Cadres; *Student Teaching
IDENTIFIERS- University of Northern Iowa
A description is given of the Regional Partnership Program, a field-responsive, center-specific model established at the University of Northern Iowa, designed to oversee clinical field experiences for student teachers. The model involves six regional districts specifically located across the state which serve as the administrative units for the field program. All of the centers have a common structure to allow for program continuity. Several examples of this continuity include: (1) every center has a tenure track professor who is the administrator for all aspects of the center's operation; (2) all centers have implemented a full semester student teaching curriculum; and (3) all center partnerships have established an advisory cadre of local educational practitioners, consisting of at least five professional educators from regional schools. Individual cadres are free to engage in projects they believe are pertinent to their needs. The center-specific component of this partnership program is designed to encourage creativity to respond to regional needs. Cadre involvement extends beyond clinical field experience activities because cadre members are involved in a variety of teacher education matters. Each regional partnership structures the student teaching clinical field experience in ways that best fit the regional district. (JD)

ED 316 534 SP 032 090

van Why, Richard P., Comp.
Bodywork Abstracts. 1989 Edition.
Bodywork Research Inst., San Antonio, TX.
PUB DATE- 89
NOTE- 800p.; Contains 3,445 bibliographic references, including journal articles from over 500 journals dating from 1965 and books dating from the mid-19th-century.
AVAILABLE FROM- Bodywork Abstracts, 9001 Wurzbach Road, Suite 1805, San Antonio, TX 78240 ($150.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Chronic Illness; Disabilities; Exercise Physiology; *Health Occupations; *Human Body; Hygiene; Medicine; *Physical Therapy; *Special Health Problems; Training Methods; Vocational Rehabilitation
IDENTIFIERS- *Bodywork; *Massage Therapy
This comprehensive bibliography of research and writings on massage therapy for chronic illness, disabilities, and general health, is addressed to students of therapeutic bodywork, massage therapists, osteopathic and chiropractic physicians, as well as schools and research centers for health professionals. The work draws its citations from reference sources in the natural sciences and medicine, social sciences and education, the humanities and popular culture, business and law. It includes citations on 14 specialized bodywork schools of thought: (1) the Alexander Technique; (2) Applied Kinesiology; (3) Aston Patterning; (4) Breyerwork; (5) Craniosacral Therapy; (6) the Feldenkrais Method; (7) Hellerwork; (8) Rebirthing; (9) Reflexology/Zone Therapy; (10) Reiki Healing; (11) Rolfing; (12) Therapeutic Touch; (13) Touch for Health; and (14) Trager Psychophysical Integration. Entries are displayed in 62 chapters and are arranged within each chapter in alphabetical order by lead author, title, and publication year. For ERIC users, attention is called to Chapter 51: "Schools and Training Methods", and Chapter 62: "Vocational Rehabilitation." (JD)

ED 316 591 UD 026 583

Kotler, Martin; And Others
Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
Office of Policy Development, Washington, DC.
PUB DATE- Dec 86
NOTE- 520p.; For other volumes in this series, see UD 026 579-584 and UD 027 261.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adoption; Adult Programs; Business; Children; *Community Programs; Crime Prevention; Day Care; Disabilities; Drug Abuse; Early Parenthood; Education; Employment Programs; Family Programs; Health Programs; Homeless People; Housing; *Low Income Groups; Mental Health Programs; Older Adults; Parenting Skills; *Poverty Programs; Program Budgeting; Program Descriptions; Program Development; Rural Areas; *Self Help Programs; Social Services; Suburbs; Urban Programs; Welfare Services; Youth Programs

Self-help among low-income people is vitally important. In no area is self-help more important than in overcoming poverty's burdens and energizing the escape from poverty. This document comprises an inventory of self-help and mutual-help programs that feature active involvement of members of the low-income population. The programs in this inventory reflect a variety of program foci, sizes, budgets, locations, ages of participants, and operational methods. They represent only a fraction of the diverse programs operating in every part of this country. The following aspects of grassroots self-help programs are discussed: (1) how low-income people become involved; (2) how grassroots initiatives are funded; (3) employment initiatives; (4) neighborhood and community development; (5) housing development; (6) promotion of responsible behavior; (7) education programs; and (8) family programs. Profiles of 385 selected self-help programs are provided, arranged by state. For each program the following information is provided: (1) name, address, telephone number, and director; (2) population involved; (3) purpose; (4) grassroots involvement; (5) summary of activities; (6) accomplishments; (7) funding/support; and (8) contact. Information sources are listed. A user's guide is included that lists the programs by 24 topic areas representing program focus, age or target groups served, and primary location. (BJV)

ED 316 618 UD 027 304

Bloomfield, William
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-293-3
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; *College Planning; *Cooperative Programs; *Disadvantaged; High Schools; *High School Students; Minority Group Children; National Programs; Program Descriptions; *Urban Programs
IDENTIFIERS- *Partnerships
Career Beginnings (CB) is a national program begun in 1985 to increase the likelihood of minority and other disadvantaged urban students to participate in postsecondary education or to obtain a good job. CB unites high schools, businesses, and local colleges in working partnerships to develop the potential of moderately-achieving high school students and help them overcome their social and educational deficiencies by exposing them to the college environment and the world of work in a personal way. The program provides the following services: (1) college and career preparation; (2) summer and school-year work experience; (3) academic tutoring; (4) counseling and support services; and (5) individual guidance and encouragement from adult mentors from the business and professional communities. Participants are targeted during the beginning of their junior year in high school and attend a series of structured workshops to assist them make the transition from youth to adulthood. Each student is matched with a mentor who meets with the student at least once a month to discuss career and college planning. Students have the opportunity to work in entry-level jobs with career potential to teach them the demands of the workplace. Ongoing advising, advocacy, and counseling is provided year-round to keep the student focused on his/her goals. In the first three years of the program, 95 percent of the participants graduated from high school, 65 percent attended college, and 80 percent of those students completed their second year of college. In October 1988, 90 percent of the graduates were either in college, enrolled in training programs, in the military, or on the job. A list of 16 references and a list of titles in the Phi Delta Kappa Fastback Series are appended. (FMW)

ED 316 365 RC 017 400

Louisiana Migrant Health Manual. Bulletin 1805.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Migrant Children; *Migrant Health Services; Migrant Programs; Nurses; *Recordkeeping; Staff Role; *Student Records
IDENTIFIERS- Migrant Education Program; *Migrant Health Program; *Migrant Student Record Transfer System

This manual aims to assist nurses in designing, developing, and administering the Migrant Health Services Program; to assist in entering pertinent medical information onto the Migrant Student Record Transfer System (MSRTS) database; and to provide guidelines for recordkeeping. The contents provide a reference source for the experienced nurse and an initial orientation and training aid for the inexperienced nurse. The manual should be used in conjunction with the MSRTS resource guide, "People to People--Utilization Opens Doors," and the "National MSRTS Health User's Manual." The first section covers: (1) Migrant Education Program flow of information; (2) Migrant Health Program goals and service restrictions; (3) health services provided; (4) health program guidelines for personnel; (5) recordkeeping guidelines; (6) work flow for filing the MSRTS health record; (7) corrections and deletions; and (8) information for the annual program evaluation. The second section contains 10 sample forms, form letters, questionnaires, and worksheets. The third section provides details for completing the Health Data Entry Form, examples of situations that may arise and how to record them, and suggestions for handling sensitive data. A resource section includes lists of the staff of the Louisiana Bureau of Migrant Education, MSRTS technical assistants in Louisiana, and migrant nurses in the state. (SV)

ED 316 379 RC 017 421

Schmuck, Patricia A.; Schmuck, Richard A.
Small-Town School Boards: Arduous Challenges and Exemplary Practices.
PUB DATE- 89
NOTE- 27p.; For related documents, see RC 017 410 and RC 017 422.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board Administrator Relationship; *Board of Education Policy; *Board of Education Role; *Boards of Education; Elementary Secondary Education; *Interdistrict Policies; Interviews; Rural Economics; Rural Education; Rural Schools; School Closing; School Districts
IDENTIFIERS- *Small Towns
Small town school boards are made up of conscientious, hardworking, and caring citizens who face arduous economic challenges and difficult educational dilemmas. The changing economy of small towns has led to fewer professionals and business owners participating in boards of education, a rift between educators who are bureaucrats and board members who tend to be entrepreneurs, and a fear of consolidation destroying the identity and cohesiveness of the community. Because of economic insecurities in rural America, small-town school boards must strive to be an anchor for American democracy. They retain the responsibility of keeping communication open and accurate among educators, students, and citizens. Based on material collected via interview and observation, this paper describes these aspects of the current situation for school boards in rural America, and identifies five exemplary practices of small-town school boards: (1) administrative action for school desegregation; (2) parent action for superior schools; (3) teacher-administrator-board communication; (4) student participation in school board meetings; and (5) board-to-board cooperation, encouraging cooperation with neighboring districts in purchasing materials, holding specialized classes, and sharing teacher. (DAP)

ED 316 396 SE 051 198

Hendrickson, A. Dean
Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 230p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 199 contains the worksheets for the Level Six program.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 6; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; Parent Education; Parent Materials; *Teaching Guides
Mathematics and the use of mathematical thinking should be much more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material is a teacher's guide designed to help parents support what is done with their children in class. End-of-the-year assessment material is presented. A total of 35 activities on the following concepts and skills are included: (1) computation; (2) scientific notations; (3) logic; (4) word problem; (5) ratio; (6) inequality; (7) area; (8) graphing; (9) geometry; (10) problem; (11) estimation; (12) using data; and (13) use of LOGO. (YP)

ED 316 412 SE 051 239

Glasersfeld, Ernst von
The Construction of Knowledge, Contributions to Conceptual Semantics.
REPORT NO.- ISBN-0-914105-38-8
PUB DATE- 87
NOTE- 360p.
AVAILABLE FROM- Intersystems Publications, 401 Victor Way, No. 3, Salinas, CA 92907 ($15.95 plus $1.50 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Educational Philosophy; *Epistemology; Language Research; *Mathematical Concepts; *Number Concepts; Numbers; *Philosophy; *Piagetian Theory; *Semantics
IDENTIFIERS- *Constructivism
This book contains 15 essays written between 1969 through 1983. The essays included are: (1) "Semantic Analysis of Verbs in Terms of Conceptual Situations"; (2) "'Because' and the Concepts of Causation"; (3) "The Development of Language as Purposive Behavior"; (4) "Adaptation and Viability"; (5) "On the Concept of Interpretation"; (6) "Piaget and the Radical Constructivist Epistemology"; (7) "The Construct of Identity or the Art of Disregarding a Difference"; (8) "The Concepts of Adaptation and Viability in a Radical Constructivist Theory of Knowledge"; (9) "Cybernetics, Experience, and the Concept of Self"; (10) "An Introduction to Radical Constructivism"; (11) "Feedback, Induction and Epistemology"; (12) "An Interpretation of Piaget's Constructivism"; (13) "An Attentional Model for the Conceptual Construction of Units and Numbers"; (14) "Subitizing-The Role of Figural Patterns in the Development of Numerical Concepts"; and (15) "Learning as Constructive Activity." These essays are categorized in three sections: language and semantics; constructivist epistemology; and concepts of number. A list of 106 publications written by the author from 1960 to 1987 is provided. (YP)

ED 316 549 SP 032 240

Teaching and Teacher Education. 1988 AERA Division K Abstracts.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 88
NOTE- 38p.; Abstracts of papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Case Studies; Elementary Secondary Education; Higher Education; *Professional Development; Program Evaluation; *Research Projects; *Research Reports; Surveys; *Teacher Education; *Teacher Education Programs

This publication provides information on current research on teaching and teacher education. The abstracts contained here have been organized into three major categories: teacher education programs, professional development, and intellectual growth. In addition to addressing a variety of topics, these papers are based upon a range of scholarly approaches to the study of teacher education--conceptual analyses, surveys, case studies, and program evaluation. Contributors represent a diverse group of professionals, including recent graduates of doctoral programs and seasoned researchers. Contributions are included from several foreign sources as well as the United States. The full texts of these papers are available from ERIC. (JD)

ED 316 578 TM 014 546

Diploma Examinations Program. Provincial Report: June 1989 Administration.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 89
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- English; *Foreign Countries; *Grade 12; *Graduation Requirements; High Schools; *High School Seniors; Language Tests; Mathematics Tests; School Statistics; Science Tests; Social Studies; *Standardized Tests; Testing Programs; *Test Results
IDENTIFIERS- *Alberta; Test Reporting

Results of the Diploma Examinations Program conducted by Alberta Education during June 1989 are provided. This report is designed to assist policymakers and educators in reviewing the effectiveness of their programs and in reinforcing instructional successes previously achieved. The grade 12 program is intended to develop and maintain excellence in educational standards. The examination program consists of examinations in selected grade 12 courses: English 30 and 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. During June 1989, 65,321 diploma examinations were completed. The report begins with a summary of results for students who earned both a school-awarded mark and a diploma examination mark. In addition, totals for January and June are presented in comparison with 1988 figures. Detailed results for each school subject are reported in seven sections. Additional sections cover results for students who wrote French translations of examinations, analyses of student achievement by gender, and comparisons of subgroup results. Provincial results for the June 1989 administration show that overall student performance remains at a very satisfactory level. The provincial pattern of results is consistent with previous examination administrations, and the percentage of students achieving the acceptable standard and the standard of excellence remains high. Test interpretation guidelines, standards for examinations, a discussion of the examination development process, and a feedback questionnaire concerning this report are appended. Twenty figures and 102 data tables are provided. (TJH)

ED 316 631 UD 027 330

Education of Homeless Children and Youth, 1989.
Oregon State Dept. of Education, Salem. Student Services Section.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Organizations; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Homeless People; Program Administration; Program Implementation; Social Services; *State Programs; Student Needs; Student Welfare; Surveys
IDENTIFIERS- *Oregon; *Stewart B McKinney Homeless Assistance Act 1987

This report contains the Oregon state plan for educating homeless children and youth required by the Stewart B. McKinney Homeless Assistance Act of 1987. Data on the number and location of homeless children and homeless youth in the state and the barriers they face in obtaining a free public education are discussed. Section 1 provides an overview of the report. Section 2 covers the definitions and sources used to develop the plan. Section 3 covers the demographics of Oregon's homeless children and youth. Section 4 covers the barriers to education for the homeless. Section 6 contains the Oregon state plan. The following steps to address the barriers to school attendance are included in this plan: (1) "Review/Revise State Laws Affecting Homeless"; (2) "Designate State Education Specialist for Homeless"; (3) "Information Campaign"; (4) "Generation of New Data"; (5) "Review of Records Transfer Systems"; and (6) Local Advocacy/Community Networking." A discussion of the narrative of hearings on the plan is included, along with a policy statement on homeless education that was adopted by the State Board of Education in 1989. (JS)

ED 316 294 JC 900 162

McNamara, Lois L.
Internationalizing the Curriculum: One Instructor's Experience.
Valencia Community Coll., Orlando, Fla.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *Black Influences; Community Colleges; *Cross Cultural Studies; Cultural Exchange; *Cultural Influences; Curriculum Enrichment; Financial Support; General Education; Instructional Improvement; *Instructional Innovation; Jazz; *Learning Modules; Middle Eastern Studies; Two Year Colleges
Using a Title VI Grant from the U.S. Department of Education, one faculty member at Valencia Community College (VCC) developed international or intercultural modules for existing courses to explore both Western and non-Western contributions to the humanities. During the first year of grant implementation, a module on Jewish and Islamic contributions to medieval European society and culture was developed for inclusion in a Late Roman-Medieval Humanities course. In the second year of the grant, two intercultural modules were designed for inclusion in an Introduction to Humanities course: "Afro-American Contributions to Literature" and "Native and Afro-American Contributions to Art, Architecture, and Music." These modules included comparisons of Greek tragic heroines to contemporary members of civil disobedience movements; a discussion of the work of Langston Hughes and Zora Neale Hurston; slide presentations of Meso-American pyramids and Native American handicrafts, and musical presentations of jazz. (JMC)

ED 316 352 RC 017 359

Sheller, Rebekah, Ed.
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
Clarion Univ. of Pennsylvania.
PUB DATE- 89
NOTE- 1,856p.; Volume I had four issues. Volumes II-VII and IX have 2 issues. This Journal is printed in extremely small type (varying between issues, but often below 6 point size) and with poor contrast. It is made available on ERIC microfiche for archival purposes, but satisfactory paper reproductions cannot be made.
AVAILABLE FROM- Clarion University of Pennsylvania, College of Library Science, Center for the Study of Rural Librarianship, Carrion, PA 16214 ($3.00 per issue, published two times a year).
LANGUAGE- English
EDRS Price - MF16 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Information; *Community Information Services; *Library Administration; Library Collection Development; Library Materials; Library Role; *Library Services; Library Surveys; *Public Libraries; Rural Areas; *Rural Education
IDENTIFIERS- *National Advisory Board Rural Information Needs; *Rural Libraries

This serial examines problems and possibilities in rural library delivery of reading materials and information services. Typical articles cover: (1) research findings on recent changes and industralization in rural America; (2) role of the rural librarian in community development; (3) cooperation between rural libraries and rural public schools; (4) rural bookmobile services; (5) rural library boards; (6) site selection for rural libraries; (7) the report of the National Advisory Board on rural information needs (vol. 5, no. 2); (8) cooperation with the Agricultural Extension Service; (9) rural medical libraries; (10) borrowing habits of rural students; (11) teaching library students about mobile library services. (DHP)

ED 316 427 SE 051 258

Truxal, John G.
Digital Signals.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 72p.
AVAILABLE FROM- Council of Independent Colleges Publications Department, Technology Project, One Dupont Circle, Suite 320, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Communications; Community Colleges; Higher Education; *Information Transfer; *Nonmajors; *Science and Society; Science Education; Secondary Education; Secondary School Science; *Technological Advancement; *Technology
Technological advances during the past few decades have revolutionized many complex systems that influence human activity. As the rate of technological progress accelerates, these systems will become more complex, and new ones will evolve. Citizens in a technological society need to be able to make intelligent choices about how technology will affect their lives. This requires a better understanding of the technology itself; its potential and its limitations. This is a module for a course designed to introduce students, particularly those not majoring in the sciences or mathematics, to technological concepts. This module explains the conversion of signals (audio, video, etc.) to digital form (a sequence of zeros and ones). The two primary examples are bar codes, which play a growing role in both service and manufacturing industries, and the compact disc (CD, or digital audio). This unit requires no specific background and is appropriate for an introductory course in quantitative methods or technology studies. (CW)

ED 316 517 SP 031 997

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 36p.; Tables in colored boxes may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Minority Group Teachers; *Policy Formation; *Program Development; *Teacher Certification; *Teacher Retirement; Teacher Salaries; *Teacher Supply and Demand; Teaching Conditions

This guidebook identifies supply and demand concepts and gives examples of how some National Education Association state and local affiliates are addressing the teacher supply and demand issue. While not intended as a how-to manual for conducting full-scale teacher supply and demand studies, the book focuses on some of the problems associated with current teacher supply and demand projections and suggests some teacher labor market issues and ideas that affiliates can pursue. Six tables are included. (JD)

ED 316 564 TM 014 514

Martin, Roy P.; Gaddis, Lena
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Elementary Education; *Elementary School Students; *Genetics; Grade 1; Grade 5; Individual Characteristics; *Learning Processes; Longitudinal Studies; *Personality; Personality Measures; Personality Traits; *Predictor Variables; Psychological Characteristics
IDENTIFIERS- Distractibility; Temperament Assessment Battery for Children
The relatively long-term effects of temperament on classroom achievement were studied in a cohort of elementary students while accounting for variation in cognitive ability, previous achievement, and gender. The existence of long-term effects would support the hypothesis that indirect genetic effects on learning are mediated by temperament. Initial participants were 104 children from six first-grade classrooms in one elementary school in Georgia. Scholastic aptitude was assessed in grade 1, and achievement was assessed in grades 1 and 5. Temperament measurements were obtained from the Temperament Assessment Battery for Children--Teacher Form (TABC) of R. P. Martin (1988). Achievement data were recorded for 77 of the original students when they were in fifth grade. Results indicate that distractibility, activity level, and approach tendency were related to achievement in both years, with the relationship for distractibility most evident. Results support the hypothesis that temperament has important effects on learning, suggesting that high distractibility and activity level in the first grade are risk factors for poor achievement in later elementary school grades. Two tables and four flowcharts provide study data. (SLD)

ED 316 605 UD 027 274

The Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Dallas Independent School District, Tex.
PUB DATE- 89
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; Dropout Research; *Dropouts; Family Characteristics; *High Risk Students; High Schools; High School Students; Hispanic Americans; Institutional Characteristics; Junior High Schools; Middle Schools; *Predictor Variables; *School Holding Power; Student Characteristics; Urban Schools
IDENTIFIERS- *Dallas Independent School District TX; *Hispanic American Students

This document reports on a 30-month study of the Hispanic dropout problem in the Dallas Independent School District (Texas). Information was gathered by the following means: (1) 746 personal, individual interviews and 337 telephone interviews with middle and high school students who had left school, students who had remained in school, and parents of both these groups; (2) surveys of and meetings with principals, teachers, and counselors of the 27 middle and high schools with Hispanic enrollments of at least 5 percent; and (3) district archival records. The relationships between the following factors and staying in or dropping out of school are reported: (1) student and parent characteristics; (2) language; (3) students' attitudes and perceptions; (4) participation in in-school and out-of-school activities; (5) schooling history; (6) positive and supportive environment; (7) student involvement with gang activity, substance abuse, or criminal behavior; (8) student and parent aspirations and expectations; (9) student, school, or family predictor variables; and (10) school characteristics that administrators, counselors, teachers, and parents perceive as having an effect on school holding power. Recommendations for the prevention and recovery of dropouts, based on a review of current research literature and focus group meetings conducted with administrators, counselors, and teachers selected from 12 schools with medium and high Hispanic enrollments, indicate the need for a comprehensive approach incorporating strategies that focus on the family, the student, and the school. Statistical data are included on nine tables and four figures. A glossary and a list of 42 references are appended. (FMW)

ED 316 471 SO 020 596

Ediger, Marlow
Philosophical Implications in the Teaching of History.
PUB DATE- 23 Jun 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Methods; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Existentialism; Experimental Curriculum; *History Instruction; Philosophy; Social Studies
IDENTIFIERS- Essentialism; Experimentalism; History Curriculum
This paper discusses three diverse philosophical schools of thought that pertain to the teaching of history. The identification of objectives, selection of learning activities, and methods of pupil achievement appraisal are outlined for each school of thought. Experimentalism emphasizes diverse methods of instruction, a stimulating environment, and the importance of problem solving using relevant examples. Group activities are stressed in which pupils identify and solve problems. Essentialism emphasizes precise content in the study of history in which measurable objectives are predetermined and written by the teacher. Pupils are not involved in developing objectives or learning activities. Textbooks, rote learning, and memorization of facts and concepts is emphasized. Existentialism stresses the role of personal choice on the part of learners. Each pupil is responsible for choosing between competing purposes and values in an environment involving dilemma situations. The curriculum is open-ended and provides opportunities for free choice by learners. (AS)

ED 316 501 SP 031 818

DeBolt, Gary P.
Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
PUB DATE- Aug 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Delphi Technique; *Interpersonal Relationship; *Mentors; Program Development; Program Evaluation; *Teacher Characteristics; *Teacher Orientation
IDENTIFIERS- *New York State Mentor Teacher Internship Program
This study attempted to elicit and organize the experience of 164 teachers who had served as mentors of novice teachers in the third year of the New York State Mentor Teacher-Internship Program. The three basic aspects of the mentoring experience investigated were: (1) the characteristics of individual mentors; (2) the activities of mentoring; and (3) the elements of organizational structure. In order to reach consensus regarding the elements reported to be helpful to mentoring, a modified form of the Delphi Techniques was used. Participants first responded to a three-part questionnaire composed of the characteristics, activities, and element of organizational structure developed from the literature. A second questionnaire was developed from the responses to round one, and respondents were asked to rate each of 88 items in terms of its helpfulness in mentoring in general. The third questionnaire further narrowed and refined the responses. An analysis is presented of the responses to the final round. Highest ranked in the final responses on characteristics of mentors was approachability; in activities with the intern, the term encouraging was most often used; and effective pre-planning was ranked the most important factor in overall project structure. Implications for policy makers at the state and school district level are discussed. Data from the three rounds of questionnaires are displayed in tables. (JD)

PS

ED 316 308 PS 018 007

Chapter One in Ohio: Education Consolidation and Improvement Act. 23rd Annual Evaluation Report, Fiscal 1988.
Ohio State Dept. of Education, Columbus.
PUB DATE- Apr 89
NOTE- 25p.; For reports of Fiscal Years 1983-1987, see ED 249 325, ED 254 833, ED 272 330, ED 281 183, and ED 292 908.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Neglect; Costs; Delinquency; Disabilities; Inservice Teacher Education; Mathematics Instruction; Migrant Youth; Parent Participation; Reading Instruction; *State Programs; Teacher Aides; Teacher Salaries
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Ohio

This annual report summarizes recent activities provided in Ohio through Chapter 1 of the Education Consolidation and Improvement Act. Information presented includes statistics for fiscal 1988, including the 1987-88 school year and the following summer, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first section of the report explains the basic Chapter 1 services provided by Ohio's school districts. Statistics for 1988 and 5-year trends clearly indicate that the program helps children become successful learners. The second section describes the special Chapter 1 services provided for the children of migratory agricultural workers and handicapped, neglected, or delinquent children in state agency schools. The statistics indicate the beneficial impact of the supplemental services provided through federal aid to education. At the end of the report, services of the Ohio Department of Education to local districts and to state agency schools are described, and the program's 5-year financial and human impact is summarized. (RH)

ED 316 322 PS 018 609

Barry, Eleanor
Improving the Language of Day Care Teachers Through On-Site Support.
PUB DATE- 90
NOTE- 141p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Caregivers; Classroom Environment; *Communication Skills; *Day Care; Early Childhood Education; Inservice Teacher Education; *Language Enrichment; Program Effectiveness; *Program Improvement; Questionnaires; *Teacher Improvement; *Teaching Methods

A day care program director designed and implemented a practicum to improve the skills of day care teachers who were not effectively fostering language development in their classrooms. Classroom observations revealed that children attending the centers seldom asked or answered questions, used few complex sentences, and only rarely used language playfully. Although teachers usually responded to children's needs for attention and information, the language they directed to children was characterized by a large number of commands. Virtually no use of such techniques as extention and expansions was found. Practicum goals were to identify, develop, and implement program activities and practices that improved the over-all quality of the language environment. Intervention efforts focused on promoting language-enriched experiences for children, on-site support to teachers, recording of teacher-child conversations, and group learning activities for teachers. At the end of the intervention, classroom discourse had improved significantly, but teachers' use of nurturing language improved only slightly. The use of enriched activities that stimulate language increased. All teachers at the end of the practicum showed evidence of a greater capacity to integrate and apply the knowledge and skills that support a positive language environment. Fifty references are cited and related materials are appended, including instruments, data, and forms for teachers. (RH)

ED 316 337 PS 018 630

Layzer, Jean I.; And Others
Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
Abt Associates, Inc., Cambridge, Mass.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Ability; Community Programs; Comparative Analysis; Compensatory Education; *Developmental Programs; Followup Studies; Interpersonal Competence; *Outcomes of Education; Parent Participation; *Preschool Education; *Program Effectiveness; Program Evaluation; *Program Implementation; Public Schools; Teacher Recruitment
IDENTIFIERS- New York (New York); *Project Giant Step

This is the second report on the evaluation of Project Giant Step, a program aiming to establish universal, comprehensive services to all 4-year-olds in New York, starting with low-income children in New York City who are not served by existing programs. The program combines an appropriate developmental and educational experience for children with support services for families and a program that involves parents in their children's education. This volume presents findings of a preliminary study of Giant Step's effects on children, families, and staff over the first 2 years of the 3-year evaluation study. Findings indicated that both cohorts of Giant Step children made cognitive gains more than twice as great as those expected in normal development. Participants' scores on a cognitive test were almost 2.5 times higher than those of children in other early childhood programs serving similar populations. Gains in social skills and classroom ability were also greater than those in normal development. The program successfully involved parents in activities with their children and parent education. Program staff were responsive to requests from parents for help. Parents were very satisfied with Giant Step's program for their children. The program was successful in recruiting and retaining highly qualified staff. (RH)

ED 316 380 RC 017 422

Schmuck, Richard A.; Schmuck, Patricia A.
Being Superintendent of a Small-Town District.
PUB DATE- Sep 89
NOTE- 12p.; For related documents, see RC 017 410 and RC 017 421.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; Elementary Secondary Education; Instructional Leadership; Interviews; Leadership Responsibility; *Leadership Styles; Management Development; *Rural Schools; Rural Urban Differences; *Superintendents
IDENTIFIERS- *Small Towns

Because of their visibility at the center stage of community life, small-town superintendents have a greater opportunity to act as participatory managers and instructional leaders. This paper reports the results of surveys with 25 small-town school superintendents to discover rural/urban differences, work patterns, and exemplary practices in instructional leadership. The prototypical superintendent was a white male in his early 50's with coaching experience, working in the same geographical region where he grew up, with nearly 30 years' experience in professional education. Superintendents' management styles differed, with some using collaborative, one-on-one, or laissez-faire methods. When asked to reflect on accomplishments in their current position, superintendents most often mentioned erecting or remodeling facilities, fiscal saving, initiating curriculum development, and hiring and firing personnel. Almost all were preoccupied with bonds, budgets, and buildings. Unlike urban administrators, small-town superintendents were not preoccupied with interpersonal conflict. Rural administrators have to be generalists to a greater degree than their urban counterparts. Exemplary practices include the following: (1) meeting with staff to uncover district problems; (2) making desegregation work; (3) using the management team; and (4) leading for school improvement. (DHP)

ED 316 397 SE 051 199

Hendrickson, A. Dean
Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 148p.; All documents in this series (see SE 051 187-199) done with dot matrix printer and printed on colored paper. SE 051 198 is the Teacher's Guide and Lesson Plans for Level Six.
GRANT- MDR-8550460
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Grade 6; *Home Instruction; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; *Worksheets
Mathematics and the use of mathematical thinking should be more than what has been traditional school arithmetic. Much of the mathematical reasoning can be developed and experienced out of school, particularly in the home. This material contains recording forms and worksheets for activities for the Level Six experiences. Pupils are to complete these as part of their learning experiences. Forms and worksheets are included for all of the concepts and skills of the Level Six program. (YP)

ED 316 443 SE 051 288

An Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
Michigan State Board of Education, Lansing.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- Mar 89
NOTE- 255p.; Graphs and pages with gray shaded areas may not reproduce well. For the "Michigan Essential Goals and Objectives for Mathematics Education" document, see ED 295 827.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Calculators; *Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; Geometry; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; Measurement; Number Concepts; Problem Solving; Secondary School Mathematics; *State Curriculum Guides; State Programs
IDENTIFIERS- *Michigan; *Process Skills

This document aims to assist teachers, curriculum specialists, and other educators in their endeavors to improve their K-12 mathematics education programs. This is a companion document to the "Michigan Essential Goals and Objectives for Mathematics Education." The document illustrates the integration of mathematical content with process skills. The six process skills are: conceptualization; mental arithmetic; estimation; computation; applications and problem solving; and calculators and computers. The major purpose of this interpretive document is to provide examples and specific information on the content strands, the mathematical processes, and specific objectives. Vocabulary, comments, and examples for each objective are presented at different grade levels, such as K-3, 4-6, or 7-9. The mathematical content strands are: (1) whole numbers and numeration; (2) fractions, decimals, ratio, and percent; (3) measurement; (4) geometry; (5) statistics and probability; (6) algebraic ideas; (7) problem solving and logical reasoning; and (8) calculators. (YP)

ED 316 457 SO 020 411

Fowler, Charles
Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
American Council for the Arts, New York, NY.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.
REPORT NO.- ISBN-0-915400-71-5
PUB DATE- 88
NOTE- 179p.

AVAILABLE FROM- American Council for the Arts, 1285 Avenue of the Americas, 3rd Floor, New York, NY 10019 ($14.95 plus $3.00 shipping and handling; 10-50 percent discount on quantity orders depending on size).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aesthetic Education; Art; Art Activities; *Art Education; Creativity; Cultural Enrichment; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Fine Arts; Music Activities

The landmark 1977 report of the Arts, Education and Americans Panel entitled "Coming to Our Senses," contained recommendations for the future of arts education in the United States. The volume described here, written by a researcher involved in the first study, attempts to show the state of arts education as it was in 1977 and as it is today. The conclusion is that the arts have not gained much new status in U.S. schooling. While the arts have had all kinds of moral and philosophical leadership over the 10 years since 1977, both from professional organizations and state and federal government agencies, there has been minimal action beyond the talking stage. An impassioned plea is offered to recognize the value of the arts, to accord them their deserved place in education, and to see and solve the problems that plague the field. Numerous quotes appear in the margins that both contradict and agree with the viewpoint presented in this book. Many black and white photographs are included. (JB)

ED 316 487 SO 020 682

Vote. Election Program.
Illinois State Board of Education, Springfield.; Illinois State Board of Elections, Springfield.
PUB DATE- Jul 84
NOTE- 45p.; For related document, see SO 020 683.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civics; *Elections; Political Science; Politics; Program Guides; Secondary Education; Secondary School Teachers; Social Studies; Teaching Guides; *Voting
IDENTIFIERS- *Illinois

This election-education program is designed to help develop an informed electorate and to instill in future voters an appreciation of the importance of the right to vote. It provides a framework for discussions of the electoral process and gives students an opportunity to face the responsibilities and challenges associated with citizenship and adulthood. Developed for use in junior and senior high schools, the election packet consists of the following materials: (1) outline of procedures--a timetable outlining the steps to be followed in conducting an election; (2) teacher's background information--an explanation of Illinois election laws; (3) detailed procedures--a step-by-step guide for conducting the election activity (the procedures are supplemented with related activities that will give the students an opportunity to expand their knowledge and experience); and (4) appendix--materials simulating actual forms necessary for conducting an election. A form for evaluating the teaching material is included. (AS)

ED 316 518 SP 032 002

Neil, Roger; And Others
Associate Teacher Handbook.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; Higher Education; Preservice Teacher Education; *Student Teachers; Teacher Student Relationship; *Teaching Methods; *Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- *Associate Teachers
This handbook is organized to address the common needs of Bachelor of Education candidates and the needs of associate teachers. Part I discusses the role and responsibilities of the associate teacher and lists questions that candidates frequently ask as they enter the practicum. Part II discusses model demonstrations for the associate teacher, observation and coaching, and counselling the candidate when necessary. Part III presents questions and discussion points for conferencing. The final section lists some difficult issues that frequently develop in the practicum when university and classroom realities fail to converge. (JD)

ED 316 550 SP 032 241

Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 89
NOTE- 70p.; Abstracts of papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)

DESCRIPTORS- Abstracts; *Case Studies; Elementary Secondary Education; Higher Education; Intellectual Development; Professional Development; *Program Evaluation; *Research Projects; *Research Reports; *Surveys; *Teacher Education; Teacher Education Programs

This publication contains abstracts of papers on current research on teaching and teacher education which were presented in the segment of the 1989 AERA annual meeting organized by Division K (teaching and teacher education). A diversity of topics are addressed in the papers and a diversity of investigative procedures--case studies, conceptual analyses, program evaluation--are represented. The papers reflect the diversity that exists within the professional community concerned with research, policy, and practice in teaching and teacher education. The full texts of these papers are available from ERIC. (JD)

ED 316 592 UD 026 584

Weinberg, Daniel; Germanis, Peter
Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
Interagency Low Income Opportunity Advisory Board, Washington, DC.
PUB DATE- Apr 88
NOTE- 200p.; For other volumes in this series, see UD 026 579-584 and UD 027 261.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Community Programs; Employment Programs; Family (Sociological Unit); Federal Programs; Literature Reviews; Migration; Policy Formation; Poverty; *Poverty Programs; Program Development; Program Evaluation; *Public Policy; Research Methodology; Social Science Research; Social Services; State Programs; Taxes; Unwed Mothers; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Child Support; *Dependency (Economic); Food Stamp Program
Twenty years after the War on Poverty was launched, dependency on public support remains widespread. Part 1 of this report summarizes current research concerning the following issues affecting welfare programs: (1) evaluating the economic effects of welfare; (2) dynamics of dependency; (3) welfare and work; (4) welfare and family structure; (5) welfare and child support; (6) welfare and migration; (7) attitudes, the upperclass, and the intergenerational transmission of welfare dependency; and (8) unanswered questions. Data are presented on 12 tables; notes are included. Part 2 consists of a comprehensive bibliography on welfare. (BJV)

ED 316 366 RC 017 401

Hayes, Sue
American Indian Women in Higher Education.
PUB DATE- Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; American Indian History; Higher Education; Sex Role; *Womens Education

Native Americans are attending college in increasing numbers. In 1986, 14,499 native American women were full-time students in four year schools; altogether 51,000 were enrolled in colleges and universities. Typically, native American women are raising families, working as primary wage earners for their families, actively engaged in community life, and attending college classes. This paper gives a brief history of Indian women in higher education and examines their changing roles in the community. Traditionally, education for native Americans has been driven by colonial impulses and influenced by male-dominated European models. For many years, Indian women were trained as domestics. Their difficult lives required commitments that made education impossible. Only in the last 20 years have American Indian women been able to enter schools with any confidence that improved working and living opportunities would result. Teachers, counselors, and administrators need to be aware of the particular needs of their students who are native American women. Cooperative networking between two- and four-year institutions and consistent and accessible support systems are suggested to help these women realize the advantages of higher education. Contains 15 references. (DHP)

ED 316 579 TM 014 550

LeCluyse, Karen
Why Multivariate Statistics Are Critical: A Review with Examples.
PUB DATE- Jan 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Multivariate Analysis; *Research Methodology; Research Problems
IDENTIFIERS- Experimentwise Error; Testwise Error; Type I Errors
The use of multivariate statistics in behavioral research is investigated, with emphasis on the reasons why multivariate methods can be so important. The concepts of testwise and experimentwise error are explained, and it is noted that multivariate methods can be used to control the inflation of experimentwise Type I error. It is also noted that multivariate methods can detect effects that would go unnoticed in univariate analyses; a small data set is used to illustrate this possibility. Finally, it is noted that multivariate methods often best honor the reality about which the researcher is attempting to generalize. Two tables present a hypothetical data set for eight cases, and separate analysis of variance results for two dependent variables across two levels of an independent variable, respectively. (Author/SLD)

AUTHOR INDEX

Abdal-Haqq, Ismat
Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548
Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Abraham, Katherine
Reading and Mathematics: The Twain Shall Meet.
15p. 1mf. L1 ED 315 734

Adcock, Anthony
Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Adelman, Nancy E.
Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Admire, Myron
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Aguirre, Adalberto, Jr.
Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Aitken, Gene
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Aitken, Joan E.
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Alberts, William G.
Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Allen, Diane D.
Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

Allen, Julie M.
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.

13p. 1mf. L1 ED 315 771

and Others
Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Anderson, Mary B.
Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840

Anderson, Stuart A.
Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Anderson, Tracy M.
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Andis, Kim
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Anglin, Leo W.
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

Angrist, Misha H.
Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003

Antoniuk, Howard
Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Apolloni, Tony
Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

Apolloni, Tony, Ed.
VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Applebee, Arthur N.
Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

Appleton, A. S.
Improved Teaching Excellence by Using Tutored Video Instruction:

An Australian Case Study.
14p. 1mf. L1 ED 316 222

Arnove, Robert F.
Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Askov, Eunice N.
Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Atwell, Nancie
In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Aune, Betty
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954

Aurnague-DeSpain, JeanMarie
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Aubrey, Susan
Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Baas, Alan
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Bach, Betsy Mackernagel
Communication in New Faculty Socialization: An Extension of Teacher Communication Concern.
23p. 1mf. L1 ED 315 835

Backler, Alan L.
Global Geography. A Teacher's Guide.
64p. 1mf. L1 ED 316 491

Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

Baggett, Patricia
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Bailey, Cheryl L.
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Bailey, Gerald D.
How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.

4p. 1mf. L2 ED 315 905

Bailey, Thomas
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Balasubramanian, Meena
School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Balow, Irving H.
Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Banks, J. A. G.
Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Banzhaf, Katie
Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011

Baradar, Miriam
Kwanzaa.
31p. 1mf. L1 ED 316 607

Barclay, Ralph
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Barnard, Spencer
How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Baron, Barbara
Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Barona, Andres
Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

Barro, Stephen M.
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Barry, Eleanor
Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

Bartel, Ann P.
Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Bartlett, Robin L.
Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Batey, Anne
School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

Bauer, David G.
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Bauer, Joseph J.
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Bavier, Richard
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Bavier, Richard, Ed.
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Bays, Claudia
Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Beach, Richard
Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Beach, Waldo, Ed.
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Beadle, Mary E.
Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Beatty, Rodger James
Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348

Beck, Clark E.
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

Belcher, Diane D.
Is There an Audience in the Advanced EAP Composition Class?

35p. 1mf. L1 ED 316 028

Bell, Anita Molly
Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Bell, David
Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Belock, Shirley
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Bempechat, Janine
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Benoit, Carol
Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Bensimon, Estela M.
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Benson, RoseAnn
Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Benson, Thomas W.
Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
24p. 1mf. L1 ED 315 831

Bentley, T. Roy
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Bentson, Marilyn
Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Berger, Gertrude
Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Berger, Karl
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Bergeron, Theodore
Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Berkheimer, Glenn D.
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Berla, Nancy
Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Berryman, Sue E.
Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Bestebreurtje, R.
Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

Bigby, JudyAnn, Ed.
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

Biggerstaff, Ed
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Billings, Jessica C., Ed.
Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Binder, Daniel A.
Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Bishop, Wendy
Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Bittner, Donald F.
Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

Bjorkquist, David C.
Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Black, Jan
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Black, Janet
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Black, Kaaren E.
Survey of Student Off-Campus Housing Referral Services.
11p. 1mf. L1 ED 316 300

Blackburn, Robert T.
Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Blank, Barbara Busse
Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

Block, Alfred
Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Bloomfield, William
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

Blum, Irene H.
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Bo, Yu
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

Boat, Barbara W.
Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Boccia, Judith A.
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Boe, Gerard P.
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

Bollier, David
Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

1989 Review Conference on New Electronic Technologies for the

Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Boone, James D., Comp.
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Borchardt, Donald A.
Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
21p. 1mf. L1 ED 315 810

Born, Sigrid
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Borrello, Gloria M.
Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Bossone, Richard M., Ed.
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Bottoms, James E.
Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Bourke, Jaron
New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Bousquet, Woodward S.
Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Bowen, Blannie E., Comp.
Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Bowers, Bruce
Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Boyd, Vivian
Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.
9p. 1mf. L1 ED 316 213

Bradley, James
Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Brand, Betsy
Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Brannon, Lil
Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Bransford, Jim
Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

Brantley, Helen
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Brazer, Harvey E.
Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Bridges, Phyllis
Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770

Bright, George W., Ed.
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Brinkle, Lydle
Anton Chekhov: Yalta Years, 1899-1904.
8p. 1mf. L1 ED 315 816

Brockington, Joseph L.
Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.
14p. 1mf. L1 ED 316 459

Brody, Pamela
Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Brook, P.
Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.

58p. 1mf. L1 ED 316 081

Brose, Linda
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Brown, Cynthia L.
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

Bruininks, Robert H.
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987.
47p. 1mf. L1 ED 315 971

Bruner, Charles
Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

Brzozowski, Dick
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Buell, Cindy
Demands for Research and Publication at the Small College.
10p. 1mf. L1 ED 316 153

Buerkel-Rothfuss, Nancy L.
Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Buffie, Edward G.
Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Bullis, Michael
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Burg, Blanka
Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Burke, Julie A.
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Burns, Jim
John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Burns, Valerie
Early Childhood Education in New Zealand: The Quiet Revolution.

16p. 1mf. L1 ED 316 309

Burson, Lorraine E.
Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Buskey, Janet
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Butler, Dee
Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Butler, Erik Payne
Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Butler, Jocelyn A.
School Improvement Network: 1989 Directory 2nd Edition.
168p. 2mf. L1 ED 315 900

Butler, Sydney J.
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Butzow, John
Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Byrne, John A., Ed.
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

Caesar, Joseph
About Our Jobs.
31p. 1mf. L1 ED 315 552

Callender, Willard D., Jr.
Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622

Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

Calman, Ruth C.
Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Carbone, Dominic J.
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

Carlisle, Lynn
Communication Skills.

48p. 1mf. L2 ED 315 933

Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

Carlisle, Lynn, Ed.
Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Carlo, Pauline
Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Carnoy, Martin
School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Carr, David L.
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Carroll, Constance M.
Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Carter, Ed
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Castallo, Richard
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359

Chaib, Mohamed
Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360

Chambers, Alycia A.
Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Chandler-Kelley, Shirley K., Ed.
Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

Chavez, Eliverio
Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Chavez, Rodolfo L.

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

Chen, Ching-chih
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Cheng, Chin-Chuan
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Childers, Thomas
Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Chinn, Phyllis Zweig, Comp.
Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

Choy, Susan P.
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Christensen, K. Eleanor
Whole Language in Perspective: A Teacher's Continuum.
11p. 1mf. L1 ED 315 725

Christenson, Sandra L.
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Chung, Chen-young
Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

Chung, Ulric
Computer Assisted Language Learning Outreach Project for Education.
34p. 1mf. L1 ED 316 056

Ciccone, Janet K.
Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Ciechalski, Joseph C., Ed
Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

AUTHOR INDEX

Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Clark, Barbara
Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Clark, Isabelle M.
Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Clark, J. S. Candy
Exercise of Argument in Debate: Constructing Decision Parameters.
12p. 1mf. L1 ED 315 814

Clarke, Mallory
Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Claus, Richard N.
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Clayton, Gypsy Abbott
Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Cline, H. D.
Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Clune, William H.
Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Clymer, Carol
Literacy Education Action.
8p. 1mf. L1 ED 316 058

Cohen, Michael J.
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

Collarini, Cheryl
Career Guidance Ideabook.

157p. 2mf. L2 ED 316 417

Collins, J. H., Ed.
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Comeaux, Patricia
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Connolly, Ann
Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Conroy, Elizabeth H.
World of Exceptional Children.
30p. 1mf. L1 ED 315 689

Conti, Gary J.
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Cook, Jacqueline
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Corcos, Evelyne
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Corder, Lloyd E.
Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Coren, Robert W.
Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

Cornwell, Bonnie
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Cortez, Jesus
Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091
Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Coulter, Sara
Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Cousin, Patricia Tefft
Remembering Our Students.
15p. 1mf. L1 ED 315 783

Cox, Gerry L.
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422
Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. 1mf. L1 ED 316 421

Cox, June
Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Crandall, David P.
What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Crawford, Patricia
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Crawley, Michael E.
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Creager, Cheryl W.
Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296

Crosbie-Burnett, Margaret
World of Changing Families.
40p. 1mf. L1 ED 315 686

Crowhurst, Marion
Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Crunkilton, John R.
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Cruz, Josue, Jr.
Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Dalrymple, Nancy J.
Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003

Densby, Virginia Smejkal
Second Generation Effect of Vietnam: Adolescent Children of Combat Veterans.
13p. 1mf. L1 ED 315 720

Danziger, Sandra
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Daresh, John C.
Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Daughenbaugh, Richard L.
Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

Davies, Thomas M., Jr.
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

Davis, Carole M., Comp.
Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014

de Setton, Lee S.
Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Dean, Gary J.
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

DeBenedetti, Janice
Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

DeBolt, Gary P.
Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Deduck, Patricia
General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145

DeFabio, Roseanne
Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

DePlacido, Joanne
Identity Status and Relationships with Parents.
10p. 1mf. L1 ED 315 682

Derryberry, Bob R.
Nature of the "Total" Forensic Program: The 1990's and Beyond.
24p. 1mf. L1 ED 315 811

Desselle, Maxine
Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Di Brezzo, Ro
Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Dickmeyer, Nathan
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Dimino, Joseph
Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Dogbe, Korsi
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Dorn, Jenna
Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576

Douglass, Malcolm P., Ed.
Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
260p. mf. L3 ED 315 729

Dowling, Ralph E.
Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Downing, C. Jerry
World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

Doyle, Beverly
Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

Doyle, Robert P.
American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

Doyle, Walter
Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883

Drummond, Kent
Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Dubinsky, Stanley
Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
14p. 1mf. L1 ED 316 032

Duby, Aliza
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Duganne-Glicksman, Mary Ann
Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Dunn, Kathy
Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617

Dunn, Margaret E.
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Durkin, Dolores
Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Dutton, Donna H.
Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936
Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Dworet, Donald H.
Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Dwyer, John, Ed.
Sea of Talk.
115p. 2mf. L1 ED 315 773

Dy, Soa
Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Dyal, Susan
Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376

Dybwad, Rosemary F., Ed.
International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Easterbrooks, Susan R., Ed.
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Eastman, Susan Tyler
Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Eaton, Nancy
Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

Eckart, M. L.
Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

Ediger, Marlow
Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562
Philosophical Implications in the Teaching of History.
16p. 1mf. L1 ED 316 471

Ehlinger, Jeanne
Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
15p. 1mf. L1 ED 315 737

Ekvall, Shirley M.
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Ekvall, Shirley M., Ed.
Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Elam, Stanley, Ed.
Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

Eley, Robert H.
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Ellis, Thomas I.
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Ellowitch, Azi
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

England, Susan, Ed.
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

English, Fenwick W.
School-Site Management.
8p. 1mf. L2 ED 315 851

Euben, Donna
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Everett, Jim
Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Everson, Mark D.
Anatomical Doll Play among Young Children: A Follow-Up of Sexual

Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Ewing, Bill, Ed.
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Fagan, Margaret
Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Fahy, Patrick J.
Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Faison, Karen
Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013
Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

Fanning, Jeanne
Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Farber, Naomi
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Farnan, Nancy
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

Feichtner, Sheila H.
School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Feinberg, Richard
Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

Felix-Ortiz, Maria
Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Fellenz, Robert A.
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Ferguson, Patrick
Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Fetler, Mark E.
Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

Fidler, James R.
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

Figueroa, Jose R.
Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Fine, Michelle
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601

Fink, Marcy
Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Finks, Harry
Middle School Handbook.
70p. 1mf. L2 ED 315 877

Firestone, William A.
Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Fisher, Adrian T.
Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Fisher, Charles W.
Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199

Fisher, Robert L.
When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

Fleischman, Howard L.
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Flores, Jayni
Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Florio-Ruane, Susan
Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Flournoy, Nancy
Adaptive Sampling Designs.
9p. 1mf. L1 ED 316 563

Fordyce, Hugh R.
1989 Statistical Report.
85p. 1mf. L1 ED 316 156

Forehand, Garlie A.
Computer-Based Assessment for Remedial Instruction.
8p. 1mf. L1 ED 316 566

Forman-Pemberton, Carol
"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Fort, Inza L.
Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Foster, J. M.
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Foster, John F.
Classroom Change (Three Papers).
13p. 1mf. L1 ED 316 189

Fowler, Charles
Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457

Foyle, Harvey C.
Using Cooperative Learning in the Early Childhood Classroom.
24p. 1mf. L1 ED 316 338

Fredericks, Bud
Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Fredericksen, Marlene
Course Placement Study.
72p. 1mf. L1 ED 316 288

Frels, Kelly
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Frick, Martin
Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Friedenberg, Joan E.
Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Friedman, Donna Haig
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Fritsch, Helmut
Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Zur Strukturierung von akustischem Lehrmaterial auf Tonkassetten (On Structuring Audiotapes for Teaching). ZIFF Papiere 21.
29p. 1mf. L1 ED 316 225

Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.
10[illegible]p. 2mf. L1 ED 316 226

Fry, Ronald R., Ed.
Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Fuhrman, Susan H.
Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903

Fulmer, Hal W.
Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Funkhouser, Janie E.
National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Gaddis, Lena
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Gallegos, Anne
Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Gallegos, Roberto
Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Gallin, Alice, Ed.
Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

Garcia, Eugene E.
Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Garmston, Robert J.
Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Gaudet, Alphonse
Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Gayles, Anne Richardson
Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Gerecke, Katie, Ed.
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Gerlach, Gail J.
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Gerler, Edwin R., Jr.
Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Gerler, Edwin R., Jr., Ed.
Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

German, Koralee T.
Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

German, Kathleen M.
Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Germanis, Peter
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Germanis, Peter, Ed.
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Gersten, Russell
Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Gibson, Jim
Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Gifford, Antoinette G.
Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Gill, Douglas H.
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613

Gilman, David Alan
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Glasersfeld, Ernst von
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Glassmeier, Amy
Bypassing America's Outlands: Rural America and High Technology.
112p. 2mf. L1 ED 316 368

Glenn, Charles L.
Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Glossop, Robert
Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Golden, Larry
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705

AUTHOR INDEX

Goldsmith, Oliver Scott
Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Gonzalez, Cynthia
Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

Gonzalez, Diana M.
Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Goodchild, Lester F., Ed.
History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
14p. 1mf. L1 ED 316 073

Gothard, James E.
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Gotsch, Constance M.
Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363

Gottfredson, Denise C.
Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Goulden, Nancy Rost
Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Granger, Charles R.
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Gray Pamela L.
Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Gray, Kenneth
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Gray, Pamela L.
Basic Course in Speech Communication: An Historical Perspective.
30p. 1mf. L1 ED 315 837

Greene, Brenda Z.
AIDS Education--More To Be Done?
5p. 1mf. L2 ED 315 887

Griffin, Susan L., Ed.
Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

Grigassy, Mary Louise, Ed.
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Grimm, Fritz
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Grodman, Randy M.
Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Grubb, W. Norton
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Guenther, John
Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Guerena, Salvador, Comp.
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Gunter, Jock
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Guthrie, James W.
Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Guttierrez, Margaret
Parent Professional Collaboration.

44p. 1mf. L2 ED 315 940

Guy, Gregory R.
Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Guyer, Barbara P.
H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Guyette, Susan
Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Gysbers, Norman C.
Changing World of Work.
46p. 1mf. L1 ED 315 691

Haigh, William E.
Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Hall, Burnis
Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Hancock, Kevin
Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

Hannah, Mary Elizabeth
Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963

Hansbury, Tricia
Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Harari, Maurice
International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

Haring, Norris G., Ed.
Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Harnisch, Delwyn L.
Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Harrell, Brenda McCane
Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.
42p. 1mf. L1 ED 316 149

Harrell, Karen L., Ed.
Career Education for Transition: Critical Issues.

125p. 2mf. L1 ED 315 957

Harris, Bruce
Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999

Hart, Leslie A.
Guide to School Change.
105p. 2mf. L1 ED 315 891

Hart, Robert S.
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Hartley, Nancy
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Harvey, Glen
What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Harvey, William
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Hay, LeRoy E., Ed.
Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position Paper.
38p. 1mf. L2 ED 315 894

Hayes, Sue
American Indian Women in Higher Education.
15p. 1mf. L1 ED 316 366

Hayward, Becky J.
Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547

Hazler, Richard J.
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

Head, Ronald B.
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
23p. 1mf. L1 ED 316 282

Heath, Angela
Caregivers in the Work Place.
150p. 2mf. L2 ED 315 675

Hebert, Patrick J.
Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Hedges, Elaine
Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Heggins, Martha Jean Adams
Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843

Heid, M. Kathleen
Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Heim, Kathleen M.
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

Heishi, Miyeko
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Helge, Doris
Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Hendon, Donald W.
International Business Studies.
14p. 1mf. L1 ED 316 118

Hendrickson, A. Dean
Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Hendrickson, A. Dean.
Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Hepburn, Mary A.
Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Herbster, Douglas
Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
9p. 1mf. L1 ED 316 539

Hersen, Joan
Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Hernon, Peter
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Herrera, Monica
Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363

Heslop, Yvonne, Ed.
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Hess, Darrel
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Heth, Charlotte
Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Hiebert, Elfrieda H.
Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

Hill, Clifford
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Hillerich, Robert L.
Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Himburg, Susan P.
Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Hoachlander, E. Gareth
Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Hoder-Salmon, Marilyn
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Hodges, Harold, Ed.
State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Hogg, Mary
Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Hohn, Robert L.
Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Holloway, Becky L.
Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Holt, Bess-Gene
Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Holt, Evelyn R.
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464

Honig, Alice S.
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Hopper, Robert
Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Horan, John J.
World of Drug Abuse.
51p. 1mf. L1 ED 315 687

Horton, Janet L.
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Hostler, John
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Hough, David L.
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

Howard, E. Marguerite, Ed.
Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
238p. 3mf. L2 ED 316 161

Hrosyk, M.
Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507

Huetteman, Julie Doidge
Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Huey, Wayne C.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Huling-Austin, Leslie
LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Hummel, Thomas J.
Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based

Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Hunter, Walter E., Comp.
Some Propositions about Teaching and Learning.
16p. 1mf. L1 ED 316 071

Hynds, Susan
Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Hyslop, Nancy B.
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Ibikunle-Johnson, Victor O., Comp.
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Isenhart, Myra W.
Combining Divergent Organizational Cultures.
29p. 1mf. L1 ED 315 830

Jackson, Curtis
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Jackson, Landis
Law 20-30: Teacher Resource Manual.
110p. 2mf. L1 ED 316 475

Jackson, Mollie M.
Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Jacobs, George M.
Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025

Jacobs, Heidi Hayes, Ed.
Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

Jacobs, Judith E.
Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Jacobson, Stephen L.
Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Jain, Sushil K.
Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Jambor, Tom
Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

James, Franklin J.
Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Jarvis, Carolyn H.
Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

Jarvis, Phillip S.
Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Jenkins, Lynn B.
Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Jensen, Ana E.
Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Jimenez, Robert T.
History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Joe, Jennie R., Ed.
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375

John, Floyd Ibwal
Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

John, Martha Tyler
Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Johns, Jerry
Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Johnson, Clifford M.
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Johnson, Daniel P.
Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505

Johnson, De S.
General Studies Advancement Examinations in Writing and Mathematics.

12p. 1mf. L1 ED 316 145

Johnson, Dwight L.
We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Johnson, Frank H.
Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
14p. 1mf. L1 ED 315 886

Johnson, Joanne Mons
Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749

Johnson, Kristi Planck
Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Johnson, T. Page
Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

Johnson, William L.
Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Johnston, Joseph S., Jr.
Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Jones, Catherine E., Ed.
Middle East Materials for Teachers, Students, Non-Specialists.
156p. 2mf. L1 ED 316 482

Jones, John W.
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679

Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
22p. 1mf. L1 ED 315 680

Joy, Dennis
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679

Joyce, Bruce, Ed.
Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Kallgren, Joyce K., Ed.
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Karnes, Merle

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Karr-Kidwell, P. J.
Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

Katz, Lucinda Lee
Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Katzowitz, Lauren
Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

Keedy, John L.
Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

Keefe, Carolyn
Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Kellum, Ruthann
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Kelly, Diana K.
Human Resources Development Approach to Part-Time Faculty in the Community College.
151p. 2mf. L1 ED 316 279

Kelly, Patricia R.
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

Kendrick, Curtis L., Comp.
State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Keyton, Joann
Groups in Action on Prime-Time TV.
44p. 1mf. L1 ED 315 806

Kiernan, Henry
Team Building: Connecting Substance to Educational Leadership.
14p. 1mf. L1 ED 315 862

King, Candace
Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

King, John
Law 20-30: Teacher Resource Manual.
110p. 2mf. L1 ED 316 475

King, Paul G.
Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

King, Richard L.
Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Kirchner, Charles, Ed.
Business Plan Outline.
18p. 1mf. L1 ED 315 646

Kirschner, Alan H.
1989 Statistical Report.
85p. 1mf. L1 ED 316 156

Kittel, Dorothy
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Klauke, Amy
Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Knapp, Linda
ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Knecht, Paul S.
Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Knoblauch, C. H.
Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Kochanek, Thomas T.
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Koen, Susan
Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Kolucki, Barbara
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Kotler, Martin
Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
520p. 6mf. L1 ED 316 591

Kraft-Dittmar, Alice
Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Kraft, Robert E.
What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Kramer, Jane E.
Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

Kratzert, Mona Y.
Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Kraus, Lewis E.
Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Krauss, Stephen R.
Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Krickeberg, Sandy
Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Krug, Samuel E.
16PF Tradition in Contemporary Personality Assessment.
11p. 1mf. L1 ED 316 561

Kuehn, Jennifer, Comp.
People of Appalachia: A Research Bibliography 1980-1988.
64p. 1mf. L1 ED 316 382

LaBonte, Karen
Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Lamb, Melissa, Ed.
Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Lang, H. R.
Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507

AUTHOR INDEX

Lange, Robert, Comp.
State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Langer, Judith A.
Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Lapin, Joel
Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Larson, Charles U.
Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Lauson, Bruce, Ed.
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789

Layzer, Jean I.
Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

Lea, Suzanne M.
Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

LeCluyse, Karen
Why Multivariate Statistics Are Critical: A Review with Examples.
14p. 1mf. L1 ED 316 579

Lee, Ernest W.
Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Lee, Frank M., Ed.
Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Lee, Jimmie L.
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Lehmann, Jean
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Leipzig, John S.

Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
36p. 1mf. L1 ED 315 808

Lewing, Robert S.
Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Lesht, Faye L.
Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Leslie, David K., Ed.
Mature Stuff. Physical Activity for the Older Adult.
251p. 3mf. L2 ED 316 536

Lesniak, Pat
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Levy, Frank
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633

Lewis, Linda
We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Lewis, Mary G., Comp.
Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Lewis, P. Helen
Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

Linden, Fabian
How We Live: Then and Now.
43p. 1mf. L1 ED 316 481

Ling-nam, Leo Ip
Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246

Link, Gordon H.
Reading Connection.
28p. 1mf. L1 ED 315 744

Linksz, Donna
Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
22p. 1mf. L1 ED 316 276

Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

Lippard, Paula V.
Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Little, D. G.
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Loth, Francoise
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Loesch-Griffin, Deborah A.
Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
27p. 1mf. L1 ED 316 372

Lopez-Easlie, Julia Rosa
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Louw, Wynand
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Love, Gene M.
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Luehe, Bill
Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Lutz, Frank W.
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Lynch, Richard L.
Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General

Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Lytle, Susan L.
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

MacCuish, Donald A.
Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
6p. 1mf. L1 ED 316 164

MacDonald, Ross B.
Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.
40p. 1mf. L1 ED 316 302

MacDonell, Jean
School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Macias, Reynaldo F.
Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Maglio, Christopher J.
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Mahon, Michael J.
Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Mainous, Bruce H.
Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Malmberg, Harvey
History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Malott, Richard W.
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Mannebach, Alfred J., Comp.
Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Manning, Brenda H.
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Manski, Charles F.
Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Manusov, Valerie
Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
35p. 1mf. L1 ED 315 828

Marchino, Lois A.
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Marconnit, George D.
Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Marhafer, David
Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Maria, Katherine
Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749

Maricle, Gary
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Mark, Joseph T.
Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

Markman, Barry S.
Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
13p. 1mf. L1 ED 316 556

GUIL"t".
7p. 1mf. L1 ED 316 557

Martin, Douglas
Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Martin, Roy P.
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Marty, Fernand
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Marx, Elisabeth
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the

Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Mason, Mary Teague
Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Mayberry, Rachel I.
Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

McBeath, Jerry
Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

McBride, James R.
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

McBryde, Merry J.
Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

McCardle, Elizabeth, Ed.
Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

McCarty, Therese A.
Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

McClary, Cheryl
Health Promotion Program.
11p. 1mf. L1 ED 316 133

McCoy, Linda Jones
Suggested Steps in Language Experience Approach Instruction.
23p. 1mf. L1 ED 315 727

McCune, Shirley D.
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

McDowell, Lena
Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

McElliott, Karen S.
Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

McGlinn, James E.
Use of Visualizing in Comprehending Difficult Abstract Prose.
17p. 1mf. L1 ED 315 738

McHugh, Caroline
Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
40p. 1mf. L1 ED 315 723

McIntyre, Patrick J.
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

McKee, Jane Gallimore
Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

McKenzie, Marcie
Ideabook for Teachers of English as a Second Language in Adult Basic Education.
33p. 1mf. L1 ED 316 027

McLarty, Kim
Implementing Anchored Instruction: Guiding Principles for Curriculum Development.
18p. 1mf. L1 ED 315 736

McLean, Gary N.
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631

McMillion, Martin B.
Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564

McNamara, Lois L.
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

McNeely Sonja R.
Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855

McNeely, Sonja R.
Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Meis, Nicola
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262

Meis, Ruby L.
Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Meisner, Gerald W.
Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Mendoza, Jeanne
Parental Involvment.
46p. 1mf. L2 ED 315 927

Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Mertz, Norma T.
Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Metallinos, Nikos
Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
34p. 1mf. L1 ED 316 179

Meyer, Linda A.
Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Meyers, Kenneth
Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Michel, Richard
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633

Midlarsky, Elizabeth
Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963

Miller, Daniel L., Ed.
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Miller, Minor R.
Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Miller, Stephen K.
Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Millsap, Mary Ann
State and Local Response to the Carl D. Perkins Act. Case Study

Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Millward, Robert E.
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Minaya-Rowe, Liliana
Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Ming, Marilyn
Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Mirabelli, Alan
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Miramontes, Ofelia
Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Mitchell-Kernan, Claudia
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Mitchell, Douglas
How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Montuori, Nancy
Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

Mooradian, Paul W.
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

Moore, Donald R.
Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Morey, B. E.
Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Morgan, Frank B.
Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

Mork, Dorlan
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Morrison, Donna Ruane
National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Morrison, Harriet B.
Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Morrow, Jean
Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
9p. 1mf. L1 ED 315 782

Morse, Betty R.
Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

Morse, Carol Lynn
Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Mortenson, Thomas G.
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

Moseley, Merritt
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Moskowitz, Debbie S.
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Moskowitz, Jay
Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Mulkey, David
Changing Rural America: The Context for School Participation in Community Development.
20p. 1mf. L1 ED 316 364

Mulkey, Lynn M.
Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

Muller, William D.
College Internship Program.
25p. 1mf. L1 ED 316 090

Mullis, Ina V. S.
Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Murdock, Johnny I.
Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
36p. 1mf. L1 ED 315 808

Murphy-Chadwick, Nancy
Family Housing and Services.
33p. 1mf. L1 ED 316 148

Murphy, John
Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823

Murphy, Mark
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Muse, Ivan
Becoming a Rural School Principal: A Seven-State Study.
24p. 1mf. L1 ED 316 378

Musick, Cindy, Ed.
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

Muth, William R.
Federal Prison System Reading Programs.
12p. 1mf. L1 ED 315 559

Myers, Karen A.
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Myrick, Robert D.
Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Nagy, Stephen
Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Neff, Bonita Dostal
Most Desirable Preparation for Public Relations Professionals: Fit of Existing and Model Curriculum with Theoretical and Philosophical Developments.
15p. 1mf. L1 ED 315 804

Neil, Roger
Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Neill, George W.
Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Neill, Shirley Boes
Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Nelson, Robert L.
College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

Newcomb, Michael D.
Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Nicoll, Dave
Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Nielsen, Janni
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204

Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205

Nightingale, Demetra Smith
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Nitecki, Joseph Z.
Survey of Common Bibliographic Denominators among Disciplines Participating in the SUNY-Albany Ph.D. Program In Information Science. Revised .
29p. 1mf. L1 ED 316 072

Norton, Dolores G.
Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Noyelle, Thierry
Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Nuding, Barbara A.
Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Oakes, Jeannie
Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Oakley, Nancy
Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Obergfell, Sandra
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Ogden, Barclay
On the Preservation of Books and Documents in Original Form. Report.
6p. 1mf. L2 ED 316 232

Ognibene, Richard
Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Okun, Morris A.
Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
84p. 1mf. L1 ED 316 280

Olinick, Michael
Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Oliva, Victor T.
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Olivier, Peggy
Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Olson, Mary W.
Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Ortiz, Kim
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Osborne, Allan G., Jr.
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974

Osborne, Willie D., Jr.
Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Ostby, Jan M.
Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Ott, Mary Diederich
Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
70p. 1mf. L1 ED 316 157

Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Otto, Beverly
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Otto, Mary L.
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Otuya, Ebo, Jr.
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Pacheco, Richard
Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Pages, Myrtha E. R.
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

AUTHOR INDEX

Pallas, Aaron
Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Palmer, Barbara C.
Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
171p. 2mf. L1 ED 315 732

Palmer, Ian C.
Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Panebianco, Anthony F.
Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Pappas, Christine C.
Integrated Language Perspective in the Elementary School: Theory Into Action.
344p. mf. L3 ED 315 775

Parker, Larry D., Ed.
Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Parmenter, Bill
Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

Parnell, Dale
Dateline 2000: The New Higher Education Agenda.
304p. 4mf. L2 ED 316 270

Parry, Kate
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Patrick, J. Michael
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Patrick, John J.
Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493

Paulk, Jonathan
Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Paules, George
Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913
Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Peach, Lucinda J.
Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Pearl, Patricia
Helping Children through Books: A Selected Booklist. Third Revised Edition.
31p. 1mf. L2 ED 316 255

Pedersen, Paul
Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Pederson, Eldor O.
Community College Periodicals.
51p. 1mf. L1 ED 316 275

Pelletier, Raymond J.
Video in the Evaluation Process.
16p. 1mf. L1 ED 316 022

Peters, Otto
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Petty, Johnese, Comp.
Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238

Philippi, Jorie W.
Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Phipps, Maurice
Myth and Magic of "Star Wars": A Jungian Interpretation.
13p. 1mf. L1 ED 315 833

Piazza, Stephen, Comp.
Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Piersma, Mary L.
Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

Pitney, Judith A.
Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Pizzo, Joseph F., Jr.
Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Playko, Marsha A.
Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844
Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Polishook, Irwin H., Ed.
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Polkinghorne, Donald E.
Use of Natural Language in Counseling Psychology Research.
30p. 1mf. L1 ED 315 683

Pollack, Brad
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Pollock, John S.
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Porter, Dale H.
CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Potter, Charles, Comp.
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Potts, Meta
Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655
Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

Pratt, James W.
NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
7p. 1mf. L1 ED 315 813

Price, Lynda
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.

24p. 1mf. L1 ED 315 955

Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Price, Robert V.
Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Pritchett, Jennifer
Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

Pulliams, Preston
Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707

Purkey, Stewart C.
Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
23p. 1mf. L1 ED 315 908

Purves, Alan C.
How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
189p. mf. L3 ED 315 774

Purves, Alan C., Ed.
International Comparisons and Educational Reform.
127p. 2mf. L2 ED 316 494

Quick, Doris
Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Ragan, Tillman J.
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Ramirez-Krodel, Aurora
America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Ramirez-Krodel, Aurora, Comp.
Hispanic Americans in the United States: A Select Annotated Bibliography.
27p. 1mf. L1 ED 316 369

Rathgeber, Arthur J.
Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Reck, Deborah
Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Reed, Robert R.
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Rees, Eileen
New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Reese, Diane J.
Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Reeves, Barbara
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Reiman, John
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Reiner, Michael K.
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Reinhold, Fran
Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

Reiser, Brian J.
Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Reisman, Barbara
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Reisner, Elizabeth R
School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Remley, Theodore P., Jr.
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Renegar, Sandra L.
Reading and Music: Take Note.
9p. 1mf. L1 ED 315 735

Renfroe, William

First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Rezabek, Randall H.
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Rhys, Jane, Ed.
State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Richardson, Gail
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Richardson, M. D.
Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Richardson, Mike D.
Principal Selection in Rural School Districts: A Process Model.
28p. 1mf. L1 ED 316 377

Riddle, Wayne Clifton
Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

Ridout, Susan Ramp
Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Rieger, Susan R.
Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Rietveld, Richard
Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Ritchey, Joyce A.
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

Roberts, Arthur D., Ed.
Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position Paper.
38p. 1mf. L2 ED 315 894

Robertson, Gary J.
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

Robinson, Judith A.
Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Robinson, William L.
Who's Out There...And Why Not?
9p. 1mf. L1 ED 315 825

Rokach, Ami
Loneliness: The Experience and Its Antecedents.
21p. 1mf. L1 ED 315 681

Romatowski, Jane A.
Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Rood, Lois
Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009

Rosen, Walter G., Ed.
High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Rosenbaum, James E.
Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Rosenfeld, Stuart A.
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Rosenthal, Robert
Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Rosow, Jerome M.
Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Ross-Gordon, Jovita M.
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664

Ross, Bertram H. B.
High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

Ross, Frank
Survey of Student Off-Campus Housing Referral Services.
11p. 1mf. L1 ED 316 300

Ross, Steven M.
What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Roth, Nancy
Communication about Uncomfortable Topics: A Test of Goffman.
24p. 1mf. L1 ED 315 834

Rothman, Max B.
Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Roueche, John E.
Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290

Rountree, Ruthann L.
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Rubel, Robert J.
Student Discipline Strategies: School System and Police Response to High Risk and Disruptive Youth. Draft.
43p. 1mf. L1 ED 315 906

Rudnick, Janine
Communication about Uncomfortable Topics: A Test of Goffman.
24p. 1mf. L1 ED 315 834

Rugumayo, Edward B., Comp.
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Rund, Maria T.
Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Rupert, Duane F.
Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Ruscoe, Gordon C.
Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Russell, Susan H.
Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.
116p. 2mf. L1 ED 316 169

Russell, Susan Jo
Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Russell, Suzi
Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Ruud, Jay
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Ryan, Barbara
Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Ryan, Mary Beth
Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

Ryley, Anderia Trail
Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975

Ryscavage, Paul
How We Live: Then and Now.
43p. 1mf. L1 ED 316 481

Salazar, Jesus
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Salehi, Saeed
Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

Sallett, Alphonse J.
Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Sang, Herb A.
Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Sangster, Sandra
CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Sawilowsky, Shlomo S.
Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
13p. 1mf. L1 ED 316 556

GUIL"t".
7p. 1mf. L1 ED 316 557

Scannell, Dale
Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Schamel, Charles E.
Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

Schlesinger, Benjamin
Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Schlesinger, Rachel Aber
Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Schmuck, Patricia A.
Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Schmuck, Patricia E.
Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Schmuck, Richard A.
Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Schubert, Leda
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Schuman, Lucy J.
Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

Schwager, Mahna
Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Schwartz, Myron
Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Scott, Robert A.
Making the Curriculum More Global.
12p. 1mf. L1 ED 316 159

Seaberg, John J., Jr.
Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Sefer, Jasmina
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Seibert, Joy Hart
Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Selman, James W.
Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

Seta, Julie, Comp.
Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Seymour, Donna Temple
Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

Shaffer, Susan, Comp.
101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Shank, Cathy C.
Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061

Shaoul, Jean
Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Sheller, Rebekah, Ed.
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Shore, Bruce
Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
25p. 1mf. L1 ED 315 948

Shown, D. G.
Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

Shulman, Rhona
Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Siders, Jane Z.
Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Silvernail, David L.
Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

Simon, Denis Fred, Ed.
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Simon, H.-R.
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262

Singleton, D. M.
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Sitlington, Patricia L.
Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Slack, Don
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

Slark, Julie
Course Placement Study.
72p. 1mf. L1 ED 316 288

Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Small, James M.
College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Smick, Regina A.
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Smith, Douglas K.
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Smith, George V., Comp.
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Smith, Roch C.
Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Smith, Ruth S.
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

Snider, Susan C.
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Sousa-Roy, Pramila
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Southern, W. Thomas
Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Sperry, Robert
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477

Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Sprik, Jeanette
Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Spring, Michelle P.
Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

St. John, Edward P.
Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Stahl, Steven A.
"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

Stahlhut, Richard G.
Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500

Staanes, Ann C.
Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Stanton, Charles M., Ed.
History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
14p. 1mf. L1 ED 316 073

Stark, Joan S.
Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Stark, Rosemary
Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Starke, Diane J.
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

Stebelman, Scott
Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Steinmiller, Georgine
Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Steller, Arthur W.
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Stern, David
Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

(Continued)

Stern, David *(Continued)*
Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Stevens, David W.
Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Stewart, David A.
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Stewart, Ruth L.
Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p 2mf. L1 ED 316 323

Stires, Susan
Remembering Our Students.
15p. 1mf. L1 ED 315 783

Stoddard, Susan
Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Stoltman, Joseph P.
Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484

Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493

Stommes, Eileen S.
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358

Stone, Calvin R.
Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Stones, Valerie
Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Strenski, Ellen, Ed.
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.

45p. 1mf. L1 ED 315 768

Strickland, James
Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

Stromquist, Nelly P.
State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Sulzby, Elizabeth
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Sutton, Rosemary
Equity Issues in Educational Computer Use.
26p. 1mf. L1 ED 316 218

Swadener, Elizabeth Blue
Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Swartz, Janet P.
State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

Swartz, Stanley L.
Analysis of Case Study Methods Used to Diagnose Mental Retardation.
18p. 1mf. L1 ED 315 994

Sworder, Steven
Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Sykes, Roger, Ed.
187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Sypher, Beverly Davenport
Importance of Internship Experiences to Undergraduate

Communication Students.
25p. 1mf. L1 ED 315 826

Talty, Joan K.
Dance and the Aging--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
29p. 1mf. L1 ED 315 812

Tanner, Anthony M.
Machine-Tool Technology Instructor's Sourcebook.
143p. 2mf. L1 ED 315 633

Tamura, Linda
Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510

Tan, Hong W.
Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Tannenbaum, Abraham
Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

Taulbee, Dianne R.
Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Tavel, Morton
Exponential Growth.
47p. 1mf. L2 ED 316 430

Tayler, Marilyn
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Taylor, K. Phillip
Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Teresa, Joseph G.
Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Tharp, Bill
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Tharp, Jack
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Thomas, Sandra Hutton
John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Thomas, Terry, Ed.

Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859

106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857

187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Thompson, Bruce
Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Thompson, Cecelia
Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Thompson, Dale E.
Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Thompson, Lawrence H.
Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Thompson, Mary J.
Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Thompson, Rosemary
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708

Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Thornberry, Nancy Ann
Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

Thornton, Carol A.
Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Thorson, James A.
Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

Thurlow, Martha L.
Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Tichenor, Jean
Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Tierney, Robert J.
Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201

Tomlinson, Louise M.
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

Tompkins, Phillip K.
Kenneth Burke's "Missing" Ethic.
14p. 1mf. L1 ED 315 803

Tonelson, Stephen W.
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Torbert, Brison
Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Towne, Violet A.
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Trautman, Retta C.
Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975

Trevino, Fernando M.
Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Trieschmann, Mary, Ed.
1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
129p. 2mf. L2 ED 316 223

Triplet, Rodney G.
Honors Program.
18p. 1mf. L1 ED 316 098

Trochinski, Gerald L.
Teacher Attitudes toward Evaluation.
8p. 1mf. L1 ED 315 849

Trowell, Judith M., Ed.
Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Truxal, John G.
Digital Signals.
72p. 1mf. L2 ED 316 427

Tucker, M. Belinda
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Tucker, Mary L.
Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

Tuma, John E.
Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Turcott, Frances
Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

Turnbull, Amelia Joy
Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Turnbull, Sharon K.
Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

Turner, Anita P.
Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

Turner, Mary Jane
Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Twale, Darla J.
Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Updegrove, Natalie A.
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Vaale, Leslie D.
College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Valli, Linda
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Van Ast, John
Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Van House, Nancy A.
Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

van Kraayenoord, Christine E.
Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Van Leuven, Patricia O'Brien
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Van Scoy, Irma J.
Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540

van Why, Richard P., Comp.
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

VanMeter, Vandelia L.
Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Vaughan, Barbara
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Vaughan, George B.
Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Vaughan, Roger J.
Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

Vazquez, Andrew
America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Visich, Marian, Jr.
Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Volpe, Myra Elaine
Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
37p. 1mf. L1 ED 315 722

Vornberg, James A.
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Vosniadou, Stella
Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Vriend, Diana Lee
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029

Vulteggio, Barbara
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792

Wagner, Mary
National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

Walker, Barbara J.
Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Walker, David D.
Strengthening the Impact of International Cooperation.
10p. 1mf. L1 ED 316 191

Walker, Gregg B.
Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
17p. 1mf. L1 ED 315 820

Walmsley, Sean A.
Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754

Walp, Trudy P.
Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754

Walters, James K.
Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Walton, Karen Doyle
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Walz, Garry R.
Technological World.
43p. 1mf. L1 ED 315 690

Wandersman, Lois Pall
Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714

Washington, Sarah M.
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Washington, Valora
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Wasley, Patricia A.
Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

Waterson, Karolyn
Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Waxman, Hersholt C., Ed.
Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Webster, William E.
New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Weinberg, Barry M.
Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Weinberg, Daniel
Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Weissman, Robert
Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172
Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Welge, Patricia
Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
22p. 1mf. L1 ED 316 583

Wells, Amy Stuart
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

West-Tackett, Marsha
Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928
Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929
Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

Wheby, Elizabeth A.
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Wheeler, Alan H.
Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094
Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Wheeler, Nedra
Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

White, Barbara
Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

White, C. Stephen
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

White, Jesse W.
Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

Wicke, Rainer E.
"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Wicke, Rainer E., Comp.
Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Wiley, Patricia Davis
Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
9p. 1mf. L1 ED 316 021

Wilke, Ann
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Wilkinson, Gary H.
We, the Americans.
17p. 1mf. L1 ED 316 497

Willette, JoAnne
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Williams, David E.
Rhetoric of the Temperance Movement: Ohio's Contribution.
16p. 1mf. L1 ED 315 807

Williams, David L.
Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Williams, Sheryl L.
Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Willows, Dale M.
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Wilson, Joan B.
Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842

Wilsted, Joy
Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Wirt, John G.
Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Wolfe, Marcie
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

Wolfle, Jane
Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Wong, Kenneth K.
Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Wood, Christine T.
Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Woodworth, Beth E.
Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Word, David L.
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453

Word, Miriam F.
Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271

Wu, Robert T. Y.
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Wurzbach, Linda
Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Yaklin, Bernard P.
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274

Yan, Xu Hong
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

Yang, Jian
Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Yoder, Edgar P.
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Yoon, Bokhee
Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Young, David
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359

Young, John W.
General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

Zielonka, Paula S.
Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Zikopoulos, Marianthi, Ed.
Open Doors 1988/89. Report on International Educational Exchange.
217p. 3mf. L2 ED 316 162

Zimpher, Nancy L.
Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

SUBJECT INDEX

A Priori Tests
Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

AASCU ERIC Model Programs Inventory Project
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094

Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

College Internship Program.
25p. 1mf. L1 ED 316 090

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.

10p. 1mf. L1 ED 316 104
Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147
Computer Aided Art Major.
7p. 1mf. L1 ED 316 117
Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130
Family Housing and Services.
33p. 1mf. L1 ED 316 148
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134
Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139
General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145
Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124
H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108
Health Promotion Program.
11p. 1mf. L1 ED 316 133
Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127
Honors Program.
18p. 1mf. L1 ED 316 098
Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144
Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119
Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093
International Business Studies.
14p. 1mf. L1 ED 316 118
International Integration of California State University, Long Beach.

11p. 1mf. L1 ED 316 132
It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110
LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105
Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109
Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129
Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112
Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140
Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120
Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111
Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135
Southeast Florida Center on Aging.

8p. 1mf. L1 ED 316 115
Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137
Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143
1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Ability Identification
Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Abstracts
Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Academic Ability
Course Placement Study.
72p. 1mf. L1 ED 316 288

Academic Achievement
Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715
College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304
Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884
How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841
Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
9p. 1mf. L1 ED 316 021
Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290
Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310
Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564
Quality Assurance--North York Schools: Assessing and Planning for

Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Academic Aspiration

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Academic Education

Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Academic Failure

Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Academic Freedom

Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
24p. 1mf. L1 ED 315 831

Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Academic Internship Program NC

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

Academic Libraries

Library Research Guide. Second Edition.

39p. 1mf. L1 ED 316 230

Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.

64p. 1mf. L1 ED 316 239

Academic Persistence

Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.

419p. 5mf. L1 ED 315 548

Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.

9p. 1mf. L1 ED 316 114

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.

165p. 2mf. L2 ED 316 609

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).

215p. 3mf. L1 ED 316 610

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).

108p. 2mf. L1 ED 316 612

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.

113p. 2mf. L2 ED 316 611

Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.

128p. 2mf. L1 ED 316 613

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.

92p. 1mf. L1 ED 316 614

Chicana Doctoral Students: Another Look at Educational Equity.

11p. 1mf. L1 ED 316 041

College-to-University Transfer: Status and Issues in Alberta.

22p. 1mf. L1 ED 316 304

Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.

40p. 1mf. L1 ED 316 302

Health Sciences Recruitment and Retention Program.

56p. 1mf. L1 ED 316 127

Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.

84p. 1mf. L1 ED 316 280

Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).

62p. 1mf. L1 ED 316 416

Academic Standards
Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Academically Gifted
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

Honors Program.
18p. 1mf. L1 ED 316 098

Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Accelerated Schools Movement
Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Access to Education
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601

Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840

Models of Vocational Training for Limited English Proficient

Adults.
29p. 1mf. L1 ED 315 520

Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199

Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Access to Information

AIDS Education--More To Be Done?
5p. 1mf. L2 ED 315 887

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Accessibility (for Disabled)

Accessibility Requirements Manual.
109p. 2mf. L1 ED 315 853

Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973

Accident Prevention

E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Accountability

Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.

67p. 1mf. L1 ED 315 597
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598
Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535
Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916
Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

Accounting
Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Accreditation (Institutions)
Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Achievement Gains
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Achievement Tests
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575
Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Acquired Immune Deficiency Syndrome
Communication about Uncomfortable Topics: A Test of Goffman.
24p. 1mf. L1 ED 315 834
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621
Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781
Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006
Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Action Research
Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

Active Learning
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Adapted Physical Education
Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Adaptive Behavior (of Disabled)
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987 .
47p. 1mf. L1 ED 315 971

Adaptive Testing
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Adelphi University NY
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Adjustment (to Environment)
Second Generation Effect of Vietnam: Adolescent Children of Combat Veterans.
13p. 1mf. L1 ED 315 720

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Administration
Business and Older Workers.
28p. 1mf. L2 ED 315 671

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Administrative Flexibility
Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320

and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Administrative Organization

Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Administrative Policy

American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report
95p. 1mf. L1 ED 316 173

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

Administrator Attitudes

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

Study Hall Policy and Practice among Illinois Public High Schools.
23p. 1mf. L1 ED 315 881

Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Administrator Characteristics

Becoming a Rural School Principal: A Seven-State Study.
24p. 1mf. L1 ED 316 378

Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Middle School Handbook.
70p. 1mf. L2 ED 315 877

Administrator Education

Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Administrator Effectiveness

Guide to School Change.
105p. 2mf. L1 ED 315 891

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855

Administrator Guides

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Administrator Qualifications

Becoming a Rural School Principal: A Seven-State Study.

24p. 1mf. L1 ED 316 378

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.

37p. 1mf. L2 ED 316 253

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.

10p. 1mf. L1 ED 315 856

Administrator Responsibility

Documentation System for Teacher Improvement or Termination: Revised.

27p. 1mf. L2 ED 315 895

Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .

95p. 1mf. L1 ED 316 173

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.

33p. 1mf. L1 ED 315 912

Principal and Supervision. Elementary Principal Series No. 4.

39p. 1mf. L1 ED 315 914

Stress in Perspective for Community/Junior College Presidents.

24p. 1mf. L1 ED 316 284

Administrator Role

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.

269p. 3mf. L2 ED 315 919

Initiating Change in Schools.

5p. 1mf. L1 ED 315 909

Nine Steps to a Successful Summer School.

5p. 1mf. L1 ED 315 917

Norm Setting by Principals in Effective Schools; Implications for School Restructuring.

28p. 1mf. L1 ED 315 892

Principal and Communication. Elementary Principal Series No. 3.

28p. 1mf. L1 ED 315 913

Principal and Leadership. Elementary Principal Series No. 1.

27p. 1mf. L1 ED 315 911

Principal Selection in a Time of Change.

18p. 1mf. L1 ED 315 855

Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.

29p. 1mf. L1 ED 315 871

Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.

74p. 1mf. L1 ED 316 503

Administrator Selection

Principal Selection in a Time of Change.

18p. 1mf. L1 ED 315 855

Administrators

Administrative Mentoring: A Training Manual.

66p. 1mf. L1 ED 315 844

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Admission (School)

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Admission Criteria

General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
70p. 1mf. L1 ED 316 157

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Adolescent Development

Middle School Handbook.
70p. 1mf. L2 ED 315 877

Adolescents

Parenting Renewal. Leaflet and Lessons for Parents of Adolescents.
97p. 2mf. L1 ED 316 333

Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Second Generation Effect of Vietnam: Adolescent Children of Combat Veterans.
13p. 1mf. L1 ED 315 720

(Continued)

Adolescents *(Continued)*
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Adult Basic Education
Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Federal Prison System Reading Programs.
12p. 1mf. L1 ED 315 559

Ideabook for Teachers of English as a Second Language in Adult Basic Education.
33p. 1mf. L1 ED 316 027

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Adult Education
Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707

Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension

Workers.
148p. 2mf. L1 ED 315 642

International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
97p. 2mf. L1 ED 315 651

Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622

Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Adult Learning

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Adult Literacy

About Our Jobs.
31p. 1mf. L1 ED 315 552

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

Federal Prison System Reading Programs.
12p. 1mf. L1 ED 315 559

Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Adult Literacy Information and Evaluation S

Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

Adult Programs

Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Adult Reading Programs
Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Adult Students
Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

Adult Vocational Education
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Adults
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664

Advertisements
Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Advertising
Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Advisory Committees
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Advocacy
16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

Aerospace Industry
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Aesthetic Values
Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
34p. 1mf. L1 ED 316 179

Affective Behavior
Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
35p. 1mf. L1 ED 315 828

Affirmative Action
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Who's Out There...And Why Not?
9p. 1mf. L1 ED 315 825

Africa
Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840

African Culture
Kwanzaa.
31p. 1mf. L1 ED 316 607

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Agency Cooperation
Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Agenda Setting
Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Aggression
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Aging (Individuals)
Adapting New Electronic Technologies To Serve the Frail Elderly

Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Aging Education

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Agribusiness

Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Agricultural Construction

Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Agricultural Education

Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University

Students.
107p. 2mf. L1 ED 315 573

Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

New Directions for a New Decade. A Report to the Cooperative Extension System.
17p. 1mf. L1 ED 315 590

Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
364p. 4mf. L1 ED 315 570

Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564

Agricultural Laborers

After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Agricultural Production

Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Agricultural Trends

Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
364p. 4mf. L1 ED 315 570

Agriculture

Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Air Flow

Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Aircraft Pilots

Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Alabama

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Alaska

Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Alberta
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575

Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884

Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

Law 20-30: Teacher Resource Manual.
110p. 2mf. L1 ED 316 475

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Alberta Correspondence School
Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Alcohol Abuse
Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Algebra
Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Allied Health Occupations Education
Changes in the Composition of the Health Professions Applicant Pool: 1977-1987.
32p. 1mf. L1 ED 316 166

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Alternative Teacher Certification
Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
22p. 1mf. L1 ED 316 514

American Indian Culture
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294
Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376

American Indian Education
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375
American Indian Women in Higher Education.
15p. 1mf. L1 ED 316 366
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357
Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

American Indian Studies
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375
Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

American Library Association
American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

American Medical Technologists
American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581
AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579

American Sign Language
Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

American Studies
Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Analogical Reasoning
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Analysis of Variance
Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

Analytical Scoring
Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Anatomically Correct Dolls
Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Anchored Instruction
Implementing Anchored Instruction: Guiding Principles for Curriculum Development.
18p. 1mf. L1 ED 315 736

Andragogy
Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622
Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

Anxiety
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Appalachian Studies
People of Appalachia: A Research Bibliography 1980-1988.
64p. 1mf. L1 ED 316 382

Apple Classrooms of Tomorrow
ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203
Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202
Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199
Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201
What Happens after ACOT: Outcomes for Program Graduates One-Year

Later.
92p. 1mf. L1 ED 316 196

Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

Applied Music

Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
42p. 1mf. L1 ED 316 469

Apprenticeships

Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Appropriate Technology

Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Aptitude Tests

College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Archives

Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477

Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

On the Preservation of Books and Documents in Original Form. Report.
6p. 1mf. L2 ED 316 232

Area Studies

Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

People of Appalachia: A Research Bibliography 1980-1988.
64p. 1mf. L1 ED 316 382

Arithmetic
Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425
Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Arizona
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Arkansas
Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Arkansas Articulation Program
Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Armed Forces
Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

Art Activities
I Can Too! Bulletin 1831.
224p. 3mf. L1 ED 315 996
Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

Art Education
Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457
Computer Aided Art Major.
7p. 1mf. L1 ED 316 117
I Can Too! Bulletin 1831.
224p. 3mf. L1 ED 315 996

Articulation (Education)
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274
Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577
Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286
Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574
When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

Artificial Intelligence
Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205
Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185
Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184
Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Ashton Warner Method
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Asia
Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Asian Americans
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453
We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Asian Pacific American Heritage Week
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

Assertiveness
Communication Skills.
48p. 1mf. L2 ED 315 933

Assistantships
Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Assistive Devices (for Disabled)
Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992
Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Associate Teachers
Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Astronomy
Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

At Risk Persons
Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Athletics
GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995
Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547
What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Attendance
Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859
106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857
(Continued)

Attendance *(Continued)*
187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Attendance Patterns
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130
Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Attention Deficit Disorders
Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Attitude Change
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Attitudes
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621
Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718
Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Attitudes Toward Disabled
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Audience Analysis
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Audience Awareness

Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Audience Response
Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Audiotape Recordings
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Zur Strukturierung von akustischem Lehrmaterial auf Tonkassetten (On Structuring Audiotapes for Teaching). ZIFF Papiere 21.
29p. 1mf. L1 ED 316 225

Audiovisual Communications
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Audiovisual Instruction
Orientation Course in Educational Media. Primary Schools.
425p. 5mf. L1 ED 316 220

Orientation Course in Educational Media. Secondary Schools.
378p. 4mf. L1 ED 316 221

Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

Audits (Verification)
Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Australia
Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Australia (Brisbane)
Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Authentic Materials
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Authors
Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770

Autism
Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975
Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004
Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Automation
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Background
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325
PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

Ballads
"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Banking
Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Basal Reading
Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
37p. 1mf. L1 ED 315 722
Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Basic Skills
In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340
Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Beginning Principals

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Beginning Reading

"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Suggested Steps in Language Experience Approach Instruction.
23p. 1mf. L1 ED 315 727

Whole Language in Perspective: A Teacher's Continuum.
11p. 1mf. L1 ED 315 725

Beginning Teacher Induction

Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Beginning Teachers

Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Behavior Change

Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

Behavior Disorders

Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Behavior Patterns

Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Behavior Problems

Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Behavior Standards

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Behavioral Objectives

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Behavioral Science Research

Why Multivariate Statistics Are Critical: A Review with Examples.
14p. 1mf. L1 ED 316 579

Beliefs

Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Bereavement

Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Bibliographies

Survey of Common Bibliographic Denominators among Disciplines Participating in the SUNY-Albany Ph.D. Program In Information Science. Revised .
29p. 1mf. L1 ED 316 072

Bibliotherapy

Helping Children through Books: A Selected Booklist. Third Revised Edition.
31p. 1mf. L2 ED 316 255

Bilingual Education

Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023

Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Study of the Training Needs in Preservice and Inservice Bilingual

Education.
12p. 1mf. L1 ED 316 038

Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Bilingual Education Programs

Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

Bilingual Students

Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Bilingual Teacher Aides

Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Bilingual Teachers

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Biochemistry

Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Biographies
Anton Chekhov: Yalta Years, 1899-1904.
8p. 1mf. L1 ED 315 816

Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

Biological Sciences
Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Biology
Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Biomedicine
New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Biotechnology
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Birth Rate
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Fertility of American Women: June 1988. Current Population Reports. Population Characteristics.
76p. 1mf. L1 ED 316 455

Black Colleges
Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

1989 Statistical Report.
85p. 1mf. L1 ED 316 156

Black Employment
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Black Influences
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Black Students
Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.
165p. 2mf. L2 ED 316 609
Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
215p. 3mf. L1 ED 316 610
Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614
Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613
Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612
Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
113p. 2mf. L2 ED 316 611
Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608
Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

Black Teachers
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Black Youth
Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Blacks
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716
Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current

Population Reports.
91p. 1mf. L1 ED 316 453

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

Board Administrator Relationship

Principalship. A Position Paper.
34p. 1mf. L1 ED 315 899

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Board of Education Policy

Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

Board of Education Role

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Boards of Education

Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

Body Weight

Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Bodywork

Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Books
On the Preservation of Books and Documents in Original Form. Report.
6p. 1mf. L2 ED 316 232

101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

Brain Hemisphere Functions
Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Brief Family Consultation
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705

Building Codes
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Bureau of Apprenticeship and Training
Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Burke (Kenneth)
Kenneth Burke's "Missing" Ethic.
14p. 1mf. L1 ED 315 803

Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Business
International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Business Administration
Business Plan Outline.
18p. 1mf. L1 ED 315 646

Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Business Administration Education
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

International Business Studies.
14p. 1mf. L1 ED 316 118

Business Education
Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.
9p. 1mf. L1 ED 316 213

Business Responsibility
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Business Skills
Business Plan Outline.
18p. 1mf. L1 ED 315 646

Calculators
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423
Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Calculus
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

California
Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274
Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897
Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628
Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585
Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287
Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416
Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

California (Los Angeles)
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

California (San Francisco)
Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

California Human Resources Development Plan
AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

California State Polytechnic University Pom
Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

California State University Chico
Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

California State University Long Beach
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Cambodia
Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Campus Ministry
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Canada
Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Canada Natives

Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Career Awareness

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

Changing World of Work.
46p. 1mf. L1 ED 315 691

Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

Career Change

Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

Career Choice

Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Career Counseling
Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

Career Development
Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
9p. 1mf. L1 ED 316 539

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

Career Education
Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Career Exploration
CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

It's Your Choice--The Economics of Career Selection.

57p. 1mf. L1 ED 316 103

Career Guidance

Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707

Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Career Planning

Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Caregivers

National Survey of Caregivers: Summary of Findings.
79p. 1mf. L2 ED 315 674

Carl D Perkins Vocational Education Act 198

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519
School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539
State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536
State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Case Studies
Analysis of Case Study Methods Used to Diagnose Mental Retardation.
18p. 1mf. L1 ED 315 994
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Cash Assistance Programs
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Castleton State College VT
Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

Cataloging
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Categorical Aid
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538
National Endowment for the Humanities 23rd Annual Report--1988.
178p. 2mf. L1 ED 316 456
Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246
State and Local Response to the Carl D. Perkins Act. Case Study

Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Catholic Schools
Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

Catholic University of America DC
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Censorship
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Census Figures
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

We, the Americans.
17p. 1mf. L1 ED 316 497

We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Census 1980
We, the Americans.
17p. 1mf. L1 ED 316 497

Certification
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Change
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Change Agents
Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Change Strategies
Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524

Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053
Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505
Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842
Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Charlotte Mecklenburg Public Schools NC
Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
104p. 2mf. L1 ED 315 867

Chekhov (Anton Pavlovich)
Anton Chekhov: Yalta Years, 1899-1904.
8p. 1mf. L1 ED 315 816

Chemical Reactions
High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

Chemistry
Chemistry. Report of Student Performance. End of Course Testing. Spring 1989.
81p. 1mf. L1 ED 316 406
High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415
Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Chicanas
Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Chicanos
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Child Abuse
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706
Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335
Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

Child Caregivers
Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515

Child Centered Education
Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Child Development
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

Child Health
Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

Child Neglect
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

Child Rearing
Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
25p. 1mf. L1 ED 315 948

Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Child Welfare
No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Childhood Needs
No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Children
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530
Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Childrens Literature
Helping Children through Books: A Selected Booklist. Third Revised Edition.
31p. 1mf. L2 ED 316 255
Notable 1988 Children's Trade Books in the Field of Social Studies.
10p. 1mf. L1 ED 316 479
Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754
101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Childrens Television
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Childrens Writing
In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

China
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Chinese
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029

Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Chinese People
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029

CHOICES (Program)
CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Chronic Illness
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Church Libraries
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

Church Related Colleges
Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

Circuit Boards
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

Citations (References)
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Citizen Participation
Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Citizenship Education

Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

City University of New York Lehman College

Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Civics

Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Civil Rights Legislation

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Title IX: What Is It?
18p. 1mf. L1 ED 316 498

16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

Class Activities

Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883

Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Ideabook for Teachers of English as a Second Language in Adult Basic Education.
33p. 1mf. L1 ED 316 027

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Talk Time Coordinator Handbook.
122p. 2mf. L1 ED 316 024

Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792

Class Size

How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Classification

Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Classroom Communication
Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Classroom Design
Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

Classroom Environment
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Integrated Language Perspective in the Elementary School: Theory Into Action.
344p. mf. L3 ED 315 775

Sea of Talk.
115p. 2mf. L1 ED 315 773

Classroom Observation Techniques
Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Classroom Techniques
Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883

Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Clays
Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

CLEAR Reading Recovery Program
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Clearinghouses
Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

Clinical Experience
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Coaching
Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Code Switching (Language)
Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Codes of Ethics
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Cognitive Development
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204

Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Cognitive Measurement
Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Cognitive Processes
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.

64p. 1mf. L1 ED 315 664

Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205

Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201

Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
15p. 1mf. L1 ED 315 737

Cognitive Psychology

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Cognitive Structures

Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Cognitive Style

Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Collaborative Learning

Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

Collaborative Writing

Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

Collaboratives

Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

College Administration

Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

College Admission

General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

College Applicants

Changes in the Composition of the Health Professions Applicant Pool: 1977-1987.
32p. 1mf. L1 ED 316 166

College Athletics

Hearings on the Role of Athletics in College Life. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (May 18 and 24, 1989).
212p. 3mf. L1 ED 316 069

Role of Faculty in the Governance of College Athletics. A Report of the Special Committee on Athletics.
7p. 1mf. L1 ED 316 155

College Attendance

Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

College Bound Students

College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

College Choice

Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
70p. 1mf. L1 ED 316 157

College Curriculum

Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

College English

Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

College Faculty

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.

128p. 2mf. L1 ED 316 075

Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.

107p. 2mf. L1 ED 315 573

Becoming Colleagues: Teachers as Researchers.

31p. 1mf. L1 ED 316 499

Communication in New Faculty Socialization: An Extension of Teacher Communication Concern.

23p. 1mf. L1 ED 315 835

Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.

116p. 2mf. L1 ED 316 169

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.

22p. 1mf. L1 ED 316 276

Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.

17p. 1mf. L1 ED 315 798

National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).

171p. 2mf. L1 ED 316 070

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.

59p. 1mf. L1 ED 316 066

Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.

31p. 1mf. L1 ED 316 295

Report on Staffing and Salaries, Fall 1988. Report Number 89-2.

323p. 4mf. L1 ED 316 287

Role of Faculty in the Governance of College Athletics. A Report of the Special Committee on Athletics.

7p. 1mf. L1 ED 316 155

Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .

97p. 2mf. L1 ED 316 172

Something Old, Something New: College Writing Teachers and Classroom Change.

166p. mf. L3 ED 315 779

Washington Community Colleges Fall Quarter Report, 1989.

39p. 1mf. L1 ED 316 301

Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.

106p. 2mf. L1 ED 316 226

College Freshmen
Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

College Graduates
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274

Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

College Housing
Family Housing and Services.
33p. 1mf. L1 ED 316 148

Survey of Student Off-Campus Housing Referral Services.
11p. 1mf. L1 ED 316 300

College Instruction
Colleague 1990. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
69p. 1mf. L1 ED 316 281

Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
22p. 1mf. L1 ED 316 276

Some Propositions about Teaching and Learning.
16p. 1mf. L1 ED 316 071

College Libraries
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

College Mathematics
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422

Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Exponential Growth.
47p. 1mf. L2 ED 316 430

Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. 1mf. L1 ED 316 421

Reasoning with Probabilities.

62p. 1mf. L2 ED 316 429

Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

College Planning

AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

College Preparation

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

College Presidents

Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

College Programs

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

College Role

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

College School Cooperation

Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094

Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

Community College Periodicals.
51p. 1mf. L1 ED 316 275

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

College Science

Digital Signals.
72p. 1mf. L2 ED 316 427

Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416

Women in Science and Mathematics: Bibliography.

81p. 1mf. L1 ED 316 435

College Station Independent School District
Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

College Students
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614

Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
113p. 2mf. L2 ED 316 611

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
215p. 3mf. L1 ED 316 610

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.
165p. 2mf. L2 ED 316 609

College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

Computer-Based Assessment for Remedial Instruction.
8p. 1mf. L1 ED 316 566

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

College Transfer Students
College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274

PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.

23p. 1mf. L1 ED 316 282

Collegiality
Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Colonial History (Mexico)
History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Colorado
Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Colorado (Denver)
Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Columbus (Christopher)
Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

Columbus Public Schools OH
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Committees
New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

Common Market (Europe)
Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Communication Disorders
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Communication Problems
Communication about Uncomfortable Topics: A Test of Goffman.
24p. 1mf. L1 ED 315 834

Communication Research
Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
17p. 1mf. L1 ED 315 820

Rhetoric of the Temperance Movement: Ohio's Contribution.
16p. 1mf. L1 ED 315 807

Communication Rules

Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Communication Skills

Communication Skills.
48p. 1mf. L2 ED 315 933

Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Communications

Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

Communications Satellites

Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
206p. 3mf. L1 ED 315 551

Communications Software

Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

Community Action

Changing Rural America: The Context for School Participation in Community Development.
20p. 1mf. L1 ED 316 364

Community Attitudes

Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Community Characteristics

Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Community Colleges
Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116
Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609
Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306
Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Community Development
Changing Rural America: The Context for School Participation in Community Development.
20p. 1mf. L1 ED 316 364
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934
Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Community Education
Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Community Information Services
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Community Involvement
Education That Works: An Action Plan for the Education of Minorities.
139p. 2mf. L1 ED 316 626
Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Community Programs
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343
Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935
Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376
State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536
Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
520p. 6mf. L1 ED 316 591

Community Relations
New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Community Resources
Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

Community Responsibility
Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515

Community Services
Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Community Surveys
Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Commuting Students
Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

Comparable Worth
Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Comparative Analysis
International Comparisons and Educational Reform.
127p. 2mf. L2 ED 316 494

Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Comparative Education
Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Education in OECD Countries, 1986-87. A Compendium of Statistical Information.
132p. 2mf. L2 ED 316 495

International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
97p. 2mf. L1 ED 315 651

Compensation (Remuneration)
College Internship Program.
25p. 1mf. L1 ED 316 090

Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Compensatory Education
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Competence
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Competency Based Education
Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Competency Based Teacher Education
Prepare for a Community Survey, Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Competency Lists
Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Competition
Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995

Competitive Athletic Events
GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995

Comprehensive Guidance Model
Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Compulsory Education
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Computation
Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Computer Assisted Instruction
Classroom Change (Three Papers).
13p. 1mf. L1 ED 316 189

ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.

8p. 1mf. L1 ED 316 106

Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Computer Assisted Language Learning Outreach Project for Education.
34p. 1mf. L1 ED 316 056

Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Computers in the Spanish Classroom.
221p. 3mf. L2 ED 316 030

Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Equity Issues in Educational Computer Use.
26p. 1mf. L1 ED 316 218

Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. [illegible]mf. L1 ED 316 421

Maryland's Statewide Educational Technology [illegible]twork: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562

Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199

Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201

Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
62p. 1mf. L1 ED 316 192

Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
129p. 2mf. L2 ED 316 223

Computer Assisted Testing

Computer-Based Assessment for Remedial Instruction.
8p. 1mf. L1 ED 316 566

Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Computer Graphics
Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

Computer Integrated Instruction
Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

Computer Literacy
Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201

Computer Managed Instruction
Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Computer Networks
ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Computer Oriented Programs
Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Computer Printers
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Computer Science
Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

Computer Simulation
Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Computer Software

ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Computer Software Reviews

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Computer Uses in Education

Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999

Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

(Continued)

Computer Uses in Education *(Continued)*
Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638
Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562
Technological World.
43p. 1mf. L1 ED 315 690
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Computers
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204
Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205
Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973

Concept Formation
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204
Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Concept Teaching
Elementary Economics: A Bibliography.
41p. 1mf. L1 ED 316 490
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Conceptual Change Theory of Knowledge
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Concerns Analysis
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Conference Calls
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Conference Proceedings
Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262

Conflict of Interest
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

Conflict Resolution
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Congress 101st
No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Connecticut
College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position Paper.
38p. 1mf. L2 ED 315 894

Connecticut (Danbury)
Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Conservation (Environment)
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

Consortia
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613

Constitutional History
Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Constitutional Law
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Construction (Process)
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Construction Industry
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Construction Programs
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Constructivism
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Consultation Programs
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Consumer Economics
Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Consumer Education
Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

Content Area Writing
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

Continuation Students

Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

Continuing Education

Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Contrastive Linguistics

Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Conventional Instruction

Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348

Conversation

Sea of Talk.
115p. 2mf. L1 ED 315 773

Cooperating Teachers

Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503

Cooperation

Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Cooperative Education

Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Cooperative Learning

ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

Using Cooperative Learning in the Early Childhood Classroom.
24p. 1mf. L1 ED 316 338

Cooperative Planning
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243
Team Building: Connecting Substance to Educational Leadership.
14p. 1mf. L1 ED 315 862

Cooperative Programs
Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618
New Directions for a New Decade. A Report to the Cooperative Extension System.
17p. 1mf. L1 ED 315 590
Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592

Coordination
School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Coping
Coping with Loss and Change.
64p. 1mf. L2 ED 315 937
Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963
Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509
Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Core Curriculum
Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Corporal Punishment
Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Corporate Education

Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Corporate Support

New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Corporate Takeovers

Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Correctional Education

Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Federal Prison System Reading Programs.
12p. 1mf. L1 ED 315 559

Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Correctional Rehabilitation

Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Correspondence Study

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Cost Effectiveness

Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

On the Preservation of Books and Documents in Original Form.

Report.
6p. 1mf. L2 ED 316 232

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Cost Estimates

Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Costs

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Council on Graduate Medical Education

Council on Graduate Medical Education First Report of the Council. Volume I.
80p. 1mf. L1 ED 316 167

Counseling

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Counseling Objectives

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Counseling Psychology

Use of Natural Language in Counseling Psychology Research.
30p. 1mf. L1 ED 315 683

Counseling Services

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Counseling Techniques

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Counseling Theories

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Counselor Attitudes

CHOICES: The Perspective of Participating Students and Staff. Year

II.
66p. 1mf. L1 ED 315 697

Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
27p. 1mf. L1 ED 316 372

Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

Counselor Characteristics

Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

Counselor Client Relationship

Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Counselor Evaluation

Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Counselor Role

Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

Counselor Teacher Cooperation

Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Counselor Training
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719
Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714
Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Counselors
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719
Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709
Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
27p. 1mf. L1 ED 316 372
Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

Course Content
Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571
Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Course Descriptions
Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Course Evaluation
Basic Course in Speech Communication: An Historical Perspective.
30p. 1mf. L1 ED 315 837
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422
Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. 1mf. L1 ED 316 421

Course Integrated Library Instruction
Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Course Organization
Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

Courseware
CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Computers in the Spanish Classroom.
221p. 3mf. L2 ED 316 030

Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Strengthening the Impact of International Cooperation.
10p. 1mf. L1 ED 316 191

1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
129p. 2mf. L2 ED 316 223

Court Litigation
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974

Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Procedural Due Process and Fairness in Student Discipline. A Legal

Memorandum.
10p. 1mf. L2 ED 315 888

Courts
Issues Affecting Crime Victims: Background, Current Status, and Implications for Older Persons.
59p. 1mf. L2 ED 315 673

Creative Dramatics
Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Creativity
Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Creativity Tests
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Credit (Finance)
Business Plan Outline.
18p. 1mf. L1 ED 315 646

Credits
Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Crime
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Crisis Intervention
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Crisis Management
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Critical Reading
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Critical Thinking
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
21p. 1mf. L1 ED 315 810

Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Cross Cultural Studies

America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Cross Cultural Training

America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Cubans

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Cultural Activities

Kwanzaa.
31p. 1mf. L1 ED 316 607

Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

Cultural Awareness

Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Kwanzaa.
31p. 1mf. L1 ED 316 607

Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Cultural Context
Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Cultural Differences
Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Cultural Education
Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Cultural Exchange
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Cultural Influences
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Cultural Pluralism
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Culture Contact
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Current Population Survey
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

Curriculum
Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Curriculum Design
Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Most Desirable Preparation for Public Relations Professionals: Fit of Existing and Model Curriculum with Theoretical and Philosophical Developments.
15p. 1mf. L1 ED 315 804

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Curriculum Development

"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
113p. 2mf. L2 ED 316 611

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612

Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
6p. 1mf. L1 ED 316 164

Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

(Continued)

Curriculum Development *(Continued)*

Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.
42p. 1mf. L1 ED 316 149

Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Implementing Anchored Instruction: Guiding Principles for Curriculum Development.
18p. 1mf. L1 ED 315 736

Instructional Materials and Framework Adoption: Policies and Procedures.
58p. 1mf. L1 ED 316 520

Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

Making the Curriculum More Global.
12p. 1mf. L1 ED 316 159

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

New Beginnings: A Guide to Screening.

106p. 2mf. L2 ED 316 315

Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
39p. 1mf. L1 ED 315 893

Curriculum Enrichment

Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Curriculum Evaluation

Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Curriculum Guides

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
104p. 2mf. L1 ED 315 867

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Daily Living Skills
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Dallas Independent School District TX
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Dance
Dance and the Aging--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
29p. 1mf. L1 ED 315 812

Data Analysis
Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Data Collection
Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Databases
Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Day Care
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

Just in Case...Parental Guidelines in Case You Are Considering

Daycare.
8p. 1mf. L1 ED 316 335

PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Day Care Centers

Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Deaf Interpreting

Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Deafness

Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989

Death

Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708

Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Death Anxiety
Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Debate
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Exercise of Argument in Debate: Constructing Decision Parameters.
12p. 1mf. L1 ED 315 814

NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
7p. 1mf. L1 ED 315 813

Debate Ethics
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Debate Formats
NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
7p. 1mf. L1 ED 315 813

Debate Tournaments
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
7p. 1mf. L1 ED 315 813

Debt (Financial)
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Decentralization
School-Site Management.
8p. 1mf. L2 ED 315 851

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

Decision Making
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562

School-Site Management.
8p. 1mf. L2 ED 315 851

Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Decision Making Skills

View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

Decision Rules

Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Definitions

Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
37p. 1mf. L1 ED 315 722

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622

Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Deinstitutionalization (of Disabled)

Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Delaware

Shared-Time versus Full-Time Vocational High Schools in Delaware:

An Assessment.
78p. 1mf. L2 ED 315 607

Delinquency Prevention

Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Delivery Systems

Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

Democracy

Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Demography
Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355
How We Live: Then and Now.
43p. 1mf. L1 ED 316 481
We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Demonstration Programs
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516
Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547
Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566
Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950
Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568
Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Demonstrations (Educational)
Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Department of Agriculture
Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Departments
Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Dependency (Economic)
Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603
Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Dependents Schools
Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Depository Libraries
Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Depression (Psychology)
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Deregulation
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358

Design Requirements
Accessibility Requirements Manual.
109p. 2mf. L1 ED 315 853

Detective Stories
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Developing Nations
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002
Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Developmental Disabilities
Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Developmental Programs
Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten

Level.
174p. 2mf. L1 ED 316 348

Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

Developmental Studies Programs

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

Developmentally Appropriate Programs

Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Diachronic Linguistics

Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Diacritical Marking

Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Diagnostic Teaching

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Diagnostic Tests

Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664

Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Dialects

Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Dickens (Charles)

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Dictionaries

Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025

Dietetics

Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Diffusion (Communication)
Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Digital Computers
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Digital Logic
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Diplomatic History
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Disabilities
Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998

Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987 .
47p. 1mf. L1 ED 315 971

Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011

Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014

Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Communication Skills.
48p. 1mf. L2 ED 315 933

Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974

Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963

I Can Too! Bulletin 1831.
224p. 3mf. L1 ED 315 996

Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

Introductory Guide: How To Use This Kit. Job Match: Together for

Good Business.
29p. 1mf. L1 ED 316 009

Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973

Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Parental Involvment.
46p. 1mf. L2 ED 315 927

Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
78p. 1mf. L2 ED 315 993

Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
129p. 2mf. L2 ED 316 223

Disadvantaged
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524
Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648
Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630
Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583
VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Disadvantaged Youth
Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629
Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631
Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534
Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533
School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539
Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Disaster Planning
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Discipline
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146
Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974
Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983
Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523
Student Discipline Strategies: School System and Police Response to High Risk and Disruptive Youth. Draft.
43p. 1mf. L1 ED 315 906

Discipline Policy
Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
23p. 1mf. L1 ED 315 908
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974
Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888
Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Discipline Problems
Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910
Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885

Disclosure
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Discourse Analysis
Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823
Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Discussion (Teaching Technique)
"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759
Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760
Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom.

Report Series 2.4.
28p. 1mf. L1 ED 315 758

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Discussion Groups

Talk Time Coordinator Handbook.
122p. 2mf. L1 ED 316 024

Dislocated Workers

Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

Displaced Homemakers

Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Distance Education

Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
206p. 3mf. L1 ED 315 551

Improved Teaching Excellence by Using Tutored Video Instruction: An Australian Case Study.
14p. 1mf. L1 ED 316 222

Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.
106p. 2mf. L1 ED 316 226

Distinctive Features (Language)
Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Divergent Thinking
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Divorce
World of Changing Families.
40p. 1mf. L1 ED 315 686

Doctoral Programs
Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Survey of Common Bibliographic Denominators among Disciplines Participating in the SUNY-Albany Ph.D. Program In Information Science. Revised .
29p. 1mf. L1 ED 316 072

Documentation
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Donors
Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Drama
Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Dramatics
Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Dropout Attitudes
Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859

Dropout Characteristics

Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359

Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Dropout Prevention

Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.
9p. 1mf. L1 ED 316 213

106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857

187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Dropout Programs
Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586
106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857
187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Dropout Rate
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Dropout Research
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228
Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359
Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586

Dropouts
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605
Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541
Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523
Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859
106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857
187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Drug Abuse
Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Risk/Protective Factors for Alcohol Use among Hispanic and White Teenagers.
34p. 1mf. L1 ED 315 711

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

Drug Education
Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Drug Free Schools and Communities Act 1988
Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Drug Rehabilitation
Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Dual Enrollment
Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Due Process
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

Duval County Public Schools FL
Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Early Adolescents
Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Early Childhood Education
Creating Education That is Multicultural in Preschool and

Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Early Experience

Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Early Intervention

Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975

Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Early Parenthood

Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Early Retirement
Retirement Provisions Survey. 1985-86.
40p. 1mf. L1 ED 316 522

Earth
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

East Tennessee State University
Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

East Texas State University
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Eastern New Mexico University
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Ecology
Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

Economic Change
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Economic Climate
It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Economic Development
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Economic Factors
Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344
Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515
It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Economic Research
Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

Economic Status
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633

Economically Disadvantaged
Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Economics Education
Elementary Economics: A Bibliography.
41p. 1mf. L1 ED 316 490
Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Ecuador
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Education Consolidation Improvement Act Cha
Chapter One in Ohio: Education Consolidation and Improvement Act. 23rd Annual Evaluation Report, Fiscal 1988.
25p. 1mf. L1 ED 316 308

Education for All Handicapped Children Act
Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Education Majors
Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Education Work Relationship
Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602
Education That Works: An Action Plan for the Education of

Minorities.
139p. 2mf. L1 ED 316 626

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592

Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
24p. 1mf. L1 ED 315 955

Transition Literature Review: Educational, Employment, and

Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Educational Administration

Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

Educational Assessment

Computer-Based Assessment for Remedial Instruction.
8p. 1mf. L1 ED 316 566

Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

Reading Report Card, 1971-88: Trends from the Nation's Report

Card.
69p. 1mf. L1 ED 315 728

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

Educational Attainment

Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

Educational Attitudes

Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Educational Change

Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842

Guide to School Change.

105p. 2mf. L1 ED 315 891

Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

International Comparisons and Educational Reform.
127p. 2mf. L2 ED 316 494

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576

School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Educational Cooperation

Strengthening the Impact of International Cooperation.
10p. 1mf. L1 ED 316 191

Educational Demand

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Educational Development

Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

(Continued)

Educational Development *(Continued)*
Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151
Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L1 ED 316 250
Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842
Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076
Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901
Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Educational Diagnosis
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Educational Discrimination
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601

Educational Economics
Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Educational Environment
Alan Rufus Tonelson Teaching and Learning Center.

9p. 1mf. L1 ED 316 113
Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702
Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915
Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885
Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Educational Equity (Finance)
Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852
Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Educational Facilities
Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Educational Facilities Design
Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Educational Facilities Improvement
Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

Educational Facilities Planning
North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

Educational Finance
Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293
Dateline 2000: The New Higher Education Agenda.
304p. 4mf. L2 ED 316 270
Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903
Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S.

Department of Labor.
9p. 1mf. L1 ED 315 576

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

1989 Statistical Report.
85p. 1mf. L1 ED 316 156

Educational Games

Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540

Educational Gerontology

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Educational History

Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
14p. 1mf. L1 ED 316 073

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Educational Improvement

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Closing the Gap between Vocational and Academic Education.
32p 1mf. L1 ED 315 516

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Education That Works: An Action Plan for the Education of

Minorities.
139p. 2mf. L1 ED 316 626

Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
39p. 1mf. L1 ED 315 893

Educational Innovation

Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Guide to School Change.
105p. 2mf. L1 ED 315 891

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

Educational Issues

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the

National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Educational Legislation

Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

Educational Mobility

Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Educational Needs

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

Educational Objectives

Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

Guide for Training Medical Laboratory Technicians. Fourth Edition.
48p. 1mf. L1 ED 315 582

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Educational Philosophy

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Philosophical Implications in the Teaching of History.
16p. 1mf. L1 ED 316 471

Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Educational Planning

Council on Graduate Medical Education First Report of the Council. Volume I.
80p. 1mf. L1 ED 316 167

Council on Graduate Medical Education First Report of the Council. Volume II.
134p. 2mf. L1 ED 316 168

Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.
42p. 1mf. L1 ED 316 149

Education That Works: An Action Plan for the Education of Minorities.
139p. 2mf. L1 ED 316 626

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Educational Policy

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998

Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903

Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889

Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576

Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Educational Practices

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998

Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
25p. 1mf. L1 ED 315 948

Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Educational Quality
Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Educational Radio
Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Educational Research
Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
364p. 4mf. L1 ED 315 570

Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Educational Resources
Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Educational Restructuring
Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Educational Strategies
Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843

Philosophical Implications in the Teaching of History.
16p. 1mf. L1 ED 316 471

Educational Supply
Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Educational Technology
Classroom Change (Three Papers).
13p. 1mf. L1 ED 316 189

Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

Educational Television

Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Educational Testing

Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Educational Theories

Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
6p. 1mf. L1 ED 316 164

Educational Trends

Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position

Paper.
38p. 1mf. L2 ED 315 894

Dateline 2000: The New Higher Education Agenda.
304p. 4mf. L2 ED 316 270

Education for Democracy in the United States: Post Sputnik to 1970.
25p. 1mf. L1 ED 316 462

Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884

Education in OECD Countries, 1986-87. A Compendium of Statistical Information.
132p. 2mf. L2 ED 316 495

Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
14p. 1mf. L1 ED 315 886

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Educationally Disadvantaged
Equity Issues in Educational Computer Use.
26p. 1mf. L1 ED 316 218

Educators
Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Effect Size
Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Egypt
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464

El Paso Community College TX
Literacy Education Action.
8p. 1mf. L1 ED 316 058

Elaboration Theory
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Elections
Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Electric Circuits
Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Electricity
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.

92p. 1mf. L2 ED 315 662

Electromechanical Aids
Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988

Electronic Control
Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988

Electronic Equipment
Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Electronic Mail
Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

Electronic Technicians
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

Electronics
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Elementary Education
Elementary Economics: A Bibliography.
41p. 1mf. L1 ED 316 490

National Profile of State Compensatory Education in Public

Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Elementary School Curriculum

Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Elementary School Mathematics

Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Elementary School Science

Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431

Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Elementary School Students

Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Elementary School Teachers

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Elementary Schools

Changing World of Work.
46p. 1mf. L1 ED 315 691

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

Technological World.
43p. 1mf. L1 ED 315 690

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

Eligibility

Pell Grant Program Changes and Their Effects on Applicant

Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

Emergency Programs
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Emergent Literacy
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Remembering Our Students.
15p. 1mf. L1 ED 315 783

Emotional Adjustment
Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963

Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708

Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Emotional Disturbances
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

Employed Women
Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

Employee Attitudes
Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

Employees
Business and Older Workers.
28p. 1mf. L2 ED 315 671

Caregivers in the Work Place.
150p. 2mf. L2 ED 315 675

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Employer Attitudes
Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Employer Employee Relationship
Business and Older Workers.
28p. 1mf. L2 ED 315 671

Caregivers in the Work Place.
150p. 2mf. L2 ED 315 675

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Employer Supported Day Care
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

Employers
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Employment
About Our Jobs.
31p. 1mf. L1 ED 315 552

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Employment Experience
Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Employment Level
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Employment Opportunities
Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Employment Patterns
America's Changing Work Force: Statistics in Brief.
23p. 1mf. L2 ED 315 668
Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

Employment Potential
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012
Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617
Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011
Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604
Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009
Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510
Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509
Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576
Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

Employment Practices
Public Subsidies and Private Training.

19p. 1mf. L1 ED 315 530

Employment Problems
About Our Jobs.
31p. 1mf. L1 ED 315 552

Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Employment Programs
Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

Employment Qualifications
Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Employment Services
RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Employment Statistics
America's Changing Work Force: Statistics in Brief.
23p. 1mf. L2 ED 315 668

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Empowerment
Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199

Energy Conservation
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Energy Education
Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Engineering
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237
Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Engineering Education
Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417
Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

English (Second Language)
Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061
Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563
Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026
Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029
Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031
English as a Second Language: A Collection of Methods and Materials for Training Volunteers.

191p. 2mf. L2 ED 316 051

Ideabook for Teachers of English as a Second Language in Adult Basic Education.
33p. 1mf. L1 ED 316 027

Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Talk Time Coordinator Handbook.
122p. 2mf. L1 ED 316 024

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

English Curriculum

"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
189p. mf. L3 ED 315 774

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

English Examinations

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794

English for Academic Purposes

Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

English Instruction
How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
189p. mf. L3 ED 315 774
Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781
Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
81p. 1mf. L1 ED 315 786
Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
92p. 1mf. L1 ED 315 787
Middle School English Language Arts: English Language Arts 8, Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
118p. 2mf. L1 ED 315 788

English Teacher Education
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Enrichment Activities
Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343
Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632
Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Enrollment
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293
Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546
Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297
Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Enrollment Influences
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420
Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

Enrollment Projections
Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922
Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

Enrollment Rate
Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Enrollment Trends
Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278
Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545
Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546
Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274
Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543
Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.
639p. 7mf. L1 ED 316 083
Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
537p. 6mf. L1 ED 316 084
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283
PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.

23p. 1mf. L1 ED 316 282

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Trends in Geographic Origins of Students. Full Time, 1959-1988. First-Time Full-Time, 1982-1988. Volume III. Report Number 2-89.
606p. 7mf. L1 ED 316 085

Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

1989 Statistical Report.
85p. 1mf. L1 ED 316 156

Entrepreneurship

New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564

Entry Workers

Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Environmental Attitudes

Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360

Environmental Education

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

(Continued)

Environmental Education *(Continued)*
Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360

Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Environmental Standards
Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Epistemology
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204

Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205

Equal Education
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Equity Issues in Educational Computer Use.
26p. 1mf. L1 ED 316 218

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Equal Opportunities (Jobs)
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Equivalency Tests
Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Error Analysis (Language)
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029

Error Patterns
Chinese Speakers and English Prepositions: Problems and Solutions.
29p. 1mf. L1 ED 316 029

Eskimos
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Ethics
Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
36p. 1mf. L1 ED 315 808

Kenneth Burke's "Missing" Ethic.
14p. 1mf. L1 ED 315 803

Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

Ethnic Discrimination
Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Ethnic Studies
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Ethnicity
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

Ethnography
Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Europe
Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

Europe (West)
Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.
14p. 1mf. L1 ED 316 459

Evaluation
Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Evaluation Criteria
Instructional Materials and Framework Adoption: Policies and

Procedures.
58p. 1mf. L1 ED 316 520

Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Evaluation Methods

"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Analysis of Case Study Methods Used to Diagnose Mental Retardation.
18p. 1mf. L1 ED 315 994

Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987 .
47p. 1mf. L1 ED 315 971

Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219

Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Principal Selection in Rural School Districts: A Process Model.
28p. 1mf. L1 ED 316 377

Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Evaluation Problems

GUIL"t".
7p. 1mf. L1 ED 316 557

Evaluation Research

Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Evaluation Utilization

Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Examiners

Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

Excellence in Education

Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
39p. 1mf. L1 ED 315 893

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Exceptional Persons

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

Exchange Programs

Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Exoffenders
Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Expenditure per Student
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Expenditures
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Experiential Learning
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Experimenter Characteristics
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

Experiments
Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Expert Systems
Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Expository Text
Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749

Extension Agents
New Directions for a New Decade. A Report to the Cooperative Extension System.
17p. 1mf. L1 ED 315 590

Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

Extension Education
Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Extracurricular Activities

Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Extramural Athletics

GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995

Facility Guidelines

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

Facility Improvement

Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Facility Planning

Orientation Course in Educational Media. Primary Schools.
425p. 5mf. L1 ED 316 220

Orientation Course in Educational Media. Secondary Schools.
378p. 4mf. L1 ED 316 221

Facility Requirements

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

Factor Analysis

Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Faculty College Relationship

Human Resources Development Approach to Part-Time Faculty in the Community College.
151p. 2mf. L1 ED 316 279

Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Faculty Development

AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Great Starts Mathematics Approach 1987-88. OREA Evaluation Section

Report.
59p. 1mf. L1 ED 316 399

Human Resources Development Approach to Part-Time Faculty in the Community College.
151p. 2mf. L1 ED 316 279

Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
171p. 2mf. L1 ED 316 070

New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

Some Propositions about Teaching and Learning.
16p. 1mf. L1 ED 316 071

Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Faculty Publishing

Demands for Research and Publication at the Small College.
10p. 1mf. L1 ED 316 153

Faculty Vitality

National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
171p. 2mf. L1 ED 316 070

Family (Sociological Unit)

Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Family Caregivers

Caregivers in the Work Place.
150p. 2mf. L2 ED 315 675

Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

National Survey of Caregivers: Summary of Findings.
79p. 1mf. L2 ED 315 674

Family Characteristics
Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Family Counseling
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705

Family Day Care
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Family Environment
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705
Family Housing and Services.
33p. 1mf. L1 ED 316 148
Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407
Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Family Income
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079
Vanishing Dreams: The Growing Economic Plight of America's Young Families.

86p. 1mf. L2 ED 316 597

Family Involvement

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Education That Works: An Action Plan for the Education of Minorities.
139p. 2mf. L1 ED 316 626

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Family Life

Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363

Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515

World of Changing Families.
40p. 1mf. L1 ED 315 686

Family Policy

Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Family Problems

Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Family Programs

Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Family School Relationship

Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Family Structure

Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Family Support Act 1988
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Family Violence
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

Federal Aid
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

National Endowment for the Humanities 23rd Annual Report--1988.
178p. 2mf. L1 ED 316 456

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Federal Indian Relationship
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375

Federal Legislation
Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Hearings on the Role of Athletics in College Life. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (May 18 and 24, 1989).
212p. 3mf. L1 ED 316 069

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Federal Programs

Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
457p. 5mf. L1 ED 316 590

Federal State Relationship

Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education.

Revised.
21p. 1mf. L1 ED 315 603

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Feedback

Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Females

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363

Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Minnesota Plan II for Improving the Academic Environment and Campus Climate for University of Minnesota Women Faculty, Administrators, and Academic Professional Staff. A Working Paper--December 1988.
9p. 1mf. L1 ED 316 163

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

Feminism
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Feminization of Poverty
Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

FernUniversitat (West Germany)
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Fernuniversitat (West Germany)
Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.
106p. 2mf. L1 ED 316 226

Fertility
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Field Experience Programs
Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500

Film Criticism
Myth and Magic of "Star Wars": A Jungian Interpretation.
13p. 1mf. L1 ED 315 833

Film Production
Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Financial Aid Applicants
Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Financial Problems
Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Financial Support
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297

Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Fine Arts
Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457

Finishing
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Fire Protection
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

First Amendment
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Fiscal Capacity
Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Flight Training
Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Florida
Accessibility Requirements Manual.
109p. 2mf. L1 ED 315 853

Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Florida (Miami)
Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Florida International University
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Food Distribution Programs
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash,

Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Ford Foundation
Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Foreign Countries
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575

Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Foreign Policy
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Foreign Students
Council on Graduate Medical Education First Report of the Council. Volume II.
134p. 2mf. L1 ED 316 168

Open Doors 1988/89. Report on International Educational Exchange.
217p. 3mf. L2 ED 316 162

Foster Care
No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Foundations of Education
Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
6p. 1mf. L1 ED 316 164

Self-Education: The Founding of Adult Education--Part I.
27p. 1mf. L1 ED 315 622

Self-Education: The Founding of Adult Education--Part II.
29p. 1mf. L1 ED 315 623

Frail Elderly
Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

France
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Freedom of Speech
Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
24p. 1mf. L1 ED 315 831

French
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Fringe Benefits
Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the

Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Functional Literacy

Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Fund for Improvement

Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

Fund Raising

Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Fused Curriculum

Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

Futures (of Society)

America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position Paper.
38p. 1mf. L2 ED 315 894

Dateline 2000: The New Higher Education Agenda.
304p. 4mf. L2 ED 316 270

Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.
14p. 1mf. L1 ED 316 459

General Education
Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087
General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145
General Linear Model
General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581
Generalization
Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972
Genetic Engineering
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587
Genetics
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564
Geographic Concepts
Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484
Geographic Regions
Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
537p. 6mf. L1 ED 316 084
Geography
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464
Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484
Geography Instruction
Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484
Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493
Global Geography. A Teacher's Guide.
64p. 1mf. L1 ED 316 491
Geometry
Geometry. Report of Student Performance. End of Course Testing.

Spring 1989.
121p. 2mf. L1 ED 316 404

Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

George Mason University VA

Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Georgia

Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

German

"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Gerontology

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Gifted

Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999

Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented

Youth.
25p. 1mf. L1 ED 315 948

Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Global Approach

America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Global Geography. A Teacher's Guide.
64p. 1mf. L1 ED 316 491

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

Making the Curriculum More Global.
12p. 1mf. L1 ED 316 159

Goal Orientation

Nature of the "Total" Forensic Program: The 1990's and Beyond.
24p. 1mf. L1 ED 315 811

Goal Setting

Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Golf

What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Goodwill Industries of America

Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Governance

Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report.
95p. 1mf. L1 ED 316 173

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Governing Boards
Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Government (Administrative Body)
Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Government Employees
Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973

Government Publications
Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238

Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Government Role
Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515

Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Government School Relationship
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Financing Postsecondary Training.

45p. 1mf. L1 ED 315 526

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Grade Point Average

General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
9p. 1mf. L1 ED 316 021

Grade Repetition

Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Grade 1

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Grade 12

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Grade 2

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Grade 3
Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391
Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390
Grade 4
Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393
Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392
Grade 5
Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395
Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394
Grade 6
Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397
Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396
Grade 8
Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795
Grade 9
Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794
Grading
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789
Graduate Medical Education
Council on Graduate Medical Education First Report of the Council. Volume I.
80p. 1mf. L1 ED 316 167
Council on Graduate Medical Education First Report of the Council. Volume II.
134p. 2mf. L1 ED 316 168

Graduate Students
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Death Anxiety and Attitudes toward Suicide among Counselors-In-Training.
15p. 1mf. L1 ED 315 719

Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714

State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Graduate Study
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

Graduate Surveys
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Graduation Requirements
Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Graham (Billy)
Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Grammar
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Grants
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068
National Endowment for the Humanities 23rd Annual Report--1988.
178p. 2mf. L1 ED 316 456
Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

Grantsmanship
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Graphing Calculators
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Great Britain
Classroom Change (Three Papers).
13p. 1mf. L1 ED 316 189

Great Lakes
Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

Greece Central School District NY
Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Grief
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Grief Counseling
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Group Discussion
Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

Group Dynamics
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Groups in Action on Prime-Time TV.
44p. 1mf. L1 ED 315 806
Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Group Guidance
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934
Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Group Homes
Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Group Membership
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Grouping (Instructional Purposes)
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Guidance Objectives
Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Guidance Personnel
Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
27p. 1mf. L1 ED 316 372

Guidance Programs
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703
Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Guidelines
VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Hand Tools
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Handicap Identification
Analysis of Case Study Methods Used to Diagnose Mental Retardation.

18p. 1mf. L1 ED 315 994
Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Harvard University MA
Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173
New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172
Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Harvard Watch
Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Hawaii
Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904
Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Head Start Program
Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438
Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Heads of Households
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Health
Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672
(Continued)

Health *(Continued)*
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621

Health Education
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Health Motivation
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Health Occupations
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Health Programs
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Health Promotion
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Health Promotion Program.
11p. 1mf. L1 ED 316 133

Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Health Services
Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350
Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Hearing Impairments
Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989

Hearings
Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

Helping Relationship
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128
Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

High Risk Students
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114
Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359
Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.
40p. 1mf. L1 ED 316 302

Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
171p. 2mf. L1 ED 315 732

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

High School Equivalency Programs

Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

High School Graduates

Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

High School Seniors

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859

High School Students

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
104p. 2mf. L1 ED 315 867

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

High Schools
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601
Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756
Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753
View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
39p. 1mf. L1 ED 315 893

Higher Education
History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
14p. 1mf. L1 ED 316 073
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074
Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592
Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Higher Order Skills
Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
21p. 1mf. L1 ED 315 810
Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Hispanic American Culture
America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370
Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384
Hispanic Americans in the United States: A Select Annotated Bibliography.
27p. 1mf. L1 ED 316 369

Hispanic American Students

Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Hispanic Americans

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363

Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Hispanic Americans in the United States: A Select Annotated Bibliography.
27p. 1mf. L1 ED 316 369

Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621

Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453

Risk/Protective Factors for Alcohol Use among Hispanic and White

Teenagers.
34p. 1mf. L1 ED 315 711

Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

History

Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

History Instruction

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484

Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493

Philosophical Implications in the Teaching of History.
16p. 1mf. L1 ED 316 471

Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Holidays

Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Kwanzaa.
31p. 1mf. L1 ED 316 607

Holistic Approach

Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Holistic Evaluation

Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Home Economics

Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

Home Instruction

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson

Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Home Programs

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Home Study

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Homeless People

Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Housing and Homelessness: A Report.

72p. 1mf. L1 ED 316 600
Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510
Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509
Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Homework
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Homogeneous Grouping
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Homosexual Literature
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Honesty
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679
Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
22p. 1mf. L1 ED 315 680

Honors Curriculum
Honors Program.
18p. 1mf. L1 ED 316 098
Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
81p. 1mf. L1 ED 315 786
Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
92p. 1mf. L1 ED 315 787
Middle School English Language Arts: English Language Arts 8, Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
118p. 2mf. L1 ED 315 788

Horizontal Organization
Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

House of Representatives
Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

Housing
Housing and Homelessness: A Report.
72p. 1mf. L1 ED 316 600
Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Housing Deficiencies
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

Housing Needs
Housing and Homelessness: A Report.
72p. 1mf. L1 ED 316 600
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Housing Opportunities
Housing and Homelessness: A Report.
72p. 1mf. L1 ED 316 600

Human Body
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Human Relations
Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Humanistic Education
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Humanities
Louisiana Slide Library; A Humanities Program. Bulletin 1755.
173p. 2mf. L1 ED 316 451
National Endowment for the Humanities 23rd Annual Report--1988.
178p. 2mf. L1 ED 316 456

Humanities Instruction
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Humor
Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
21p. 1mf. L1 ED 315 810

Hypermedia
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

IBM Personal Computer
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989
Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990
Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992
Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Identification
Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Identity Formation
Identity Status and Relationships with Parents.
10p. 1mf. L1 ED 315 682

Ideography
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Idioms
Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Illinois
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580
Computer Assisted Language Learning Outreach Project for

Education.
34p. 1mf. L1 ED 316 056

Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials.
61p. 1mf. L1 ED 315 838

Study Hall Policy and Practice among Illinois Public High Schools.
23p. 1mf. L1 ED 315 881

Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Illinois (Chicago)

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Illiteracy

Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061

Immigrants

Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Immigration Impact

Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Improvement Programs

Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

In Class Instructional Model

In-Class Instructional Model for Basic Skills Improvement in

Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

Incentive Grants
Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Incidence
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Independent Living
Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Independent Study
CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Indexes
Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Indiana
Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Indiana (Allen County)
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Indiana University Kokomo
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Indiana University of Pennsylvania
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Indicators
Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.

49p. 1mf. L1 ED 315 920

Indigenous Populations
History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Indirect Speech
Communication about Uncomfortable Topics: A Test of Goffman.
24p. 1mf. L1 ED 315 834

Individual Characteristics
Housing and Homelessness: A Report.
72p. 1mf. L1 ED 316 600

Mature Stuff. Physical Activity for the Older Adult.
251p. 3mf. L2 ED 316 536

Individual Development
Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Individual Family Service Plan
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Individualized Education Programs
Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Individualized Instruction
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422

Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. 1mf. L1 ED 316 421

Industrial Arts
Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Industrial Education
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Industrial Training
Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Industry
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Infants
Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
170p. 2mf. L1 ED 316 331

Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Influences
Loneliness: The Experience and Its Antecedents.
21p. 1mf. L1 ED 315 681

Informal Leadership
Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

Information Dissemination
Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

Information Needs
Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Information Retrieval
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Information Science
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262
Survey of Common Bibliographic Denominators among Disciplines Participating in the SUNY-Albany Ph.D. Program In Information Science. Revised .
29p. 1mf. L1 ED 316 072

Information Scientists
Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Information Seeking
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Information Sources
AIDS Education--More To Be Done?
5p. 1mf. L2 ED 315 887
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621
Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Information Storage
Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Information Technology
Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677
Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205
Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212
1989 Review Conference on New Electronic Technologies for the

Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Information Transfer
Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Information Utilization
Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025

Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Inner City
Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Input Output Devices
Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988

Inservice Education
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863

Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Inservice Teacher Education
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Computer Assisted Language Learning Outreach Project for Education.
34p. 1mf. L1 ED 316 056

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Parental Involvment.
46p. 1mf. L2 ED 315 927

Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Institutional Characteristics

Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297

Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

Institutional Cooperation

Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Institutionalization (of Goals)

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Instruction

Bridging the Gap between Curriculum and Instruction: A Look at Beauchamp.
6p. 1mf. L1 ED 316 164

Instructional Development

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

Instructional Effectiveness

Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Improved Teaching Excellence by Using Tutored Video Instruction: An Australian Case Study.
14p. 1mf. L1 ED 316 222

Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
171p. 2mf. L1 ED 315 732

Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Research Model Applied to a Secondary School Computer Project in Swaziland.
29p. 1mf. L1 ED 316 211

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

Instructional Improvement

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.

59p. 1mf. L1 ED 316 066

Instructional Innovation

Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Instructional Leadership

Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855

Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Instructional Management Systems

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Instructional Materials

"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Ideabook for Teachers of English as a Second Language in Adult Basic Education.
33p. 1mf. L1 ED 316 027

Instructional Materials and Framework Adoption: Policies and

Procedures.
58p. 1mf. L1 ED 316 520

Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Instructional Program Divisions
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Instructor Supplied Notes
Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Instrument for Curriculum Evaluation
Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Instrument for Textbook Assessment
Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Insurance Companies
Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Integrated Activities
Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Integrated Curriculum
Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484

Integrated Language Perspective in the Elementary School: Theory Into Action.
344p. mf. L3 ED 315 775

Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Intellectual Disciplines
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
62p. 1mf. L1 ED 316 192

Intellectual Freedom
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Intelligence
Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Intelligence Tests
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Intelligent Tutoring Systems
Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Interaction
Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Interactive Model
Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Interactive Video
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Intercollegiate Cooperation
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Intercultural Communication
Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Intercultural Programs
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Interdisciplinary Approach
Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493

Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.
6p. 1mf. L1 ED 315 714

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Teaching the "Future of Europe": A Report on an Interdisciplinary Course in the Center for Western European Studies at Kalamazoo College.
14p. 1mf. L1 ED 316 459

Interdistrict Policies
Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Intergenerational Learning
Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Intergenerational Programs
Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Intergroup Relations
Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

Interior Design
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Interlibrary Loans
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Intermode Differences
Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

International Cooperation
International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Strengthening the Impact of International Cooperation.
10p. 1mf. L1 ED 316 191

International Education
America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
97p. 2mf. L1 ED 315 651

International Educational Exchange
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
97p. 2mf. L1 ED 315 651

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

Open Doors 1988/89. Report on International Educational Exchange.
217p. 3mf. L2 ED 316 162

Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

International Organizations

International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

International Programs

Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

International Relations

America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

International Studies

America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Education in OECD Countries, 1986-87. A Compendium of Statistical

Information.
132p. 2mf. L2 ED 316 495

Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

International Comparisons and Educational Reform.
127p. 2mf. L2 ED 316 494

International Surveys

Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

International Trade

International Business Studies.
14p. 1mf. L1 ED 316 118

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

International Trade Vocabulary

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Internship Programs

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
104p. 2mf. L1 ED 315 867

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

College Internship Program.
25p. 1mf. L1 ED 316 090

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Interpersonal Attraction

Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Interpersonal Communication

Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
35p. 1mf. L1 ED 315 828

Combining Divergent Organizational Cultures.
29p. 1mf. L1 ED 315 830

Communication about Uncomfortable Topics: A Test of Goffman.

24p. 1mf. L1 ED 315 834

Communication Skills.
48p. 1mf. L2 ED 315 933

Groups in Action on Prime-Time TV.
44p. 1mf. L1 ED 315 806

Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Interpersonal Relationship
Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Interprofessional Relationship
Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Intervention
Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Interviews
Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Introductory Courses
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Investment
Retirement Provisions Survey. 1985-86.
40p. 1mf. L1 ED 316 522

Invitational Learning Model
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Iowa
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824
Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

Islamic Culture
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464

Israel
Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Issue Salience
Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Japan
Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Japanese
Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510
Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
14p. 1mf. L1 ED 316 032

Job Applicants
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679
Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
22p. 1mf. L1 ED 315 680

Job Application
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679

Job Development
Bypassing America's Outlands: Rural America and High Technology.
112p. 2mf. L1 ED 316 368

Job Performance
Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Job Placement
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012
(Continued)

Job Placement *(Continued)*
Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011
Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014
Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307
Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009
Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566
Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540
RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565
Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

Job Satisfaction
Minnesota Plan II for Improving the Academic Environment and Campus Climate for University of Minnesota Women Faculty, Administrators, and Academic Professional Staff. A Working Paper--December 1988.
9p. 1mf. L1 ED 316 163
Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

Job Skills
Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510

Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Job Training

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Students with Autism Succeed in Community Job Settings.

29p. 1mf. L2 ED 316 003
Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583
Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Job Training Partnership Act 1982
Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624
Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650
John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557
Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576
Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518
Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591
Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

John Wood Community College IL
John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Jung (Carl G)
Myth and Magic of "Star Wars": A Jungian Interpretation.
13p. 1mf. L1 ED 315 833

Justice
Issues Affecting Crime Victims: Background, Current Status, and Implications for Older Persons.
59p. 1mf. L2 ED 315 673

Kansas
State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Kaufman Assessment Battery for Children
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Kentucky
Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.
31p. 1mf. L1 ED 315 863
Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Kentucky (Louisville)
Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

Kenya
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Keyboarding (Data Entry)
Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
9p. 1mf. L1 ED 315 782

Keywords
Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Kindergarten
Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348
Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385
New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

Kindergarten Children
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349
Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Knowledge Level
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621

Kodaly Method
Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348

Kwanzaa
Kwanzaa.
31p. 1mf. L1 ED 316 607

Labor Conditions
Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

Labor Economics
Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639
Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530
Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Labor Education
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Labor Force
America's Changing Work Force: Statistics in Brief.
23p. 1mf. L2 ED 315 668

Labor Force Development
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521
Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514
Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532
Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520
Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592
Public Subsidies and Private Training.

19p. 1mf. L1 ED 315 530

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.

9p. 1mf. L1 ED 315 576

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.

18p. 1mf. L1 ED 315 525

South Texas Maquiladora Suppliers Project.

63p. 1mf. L1 ED 316 135

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.

19p. 1mf. L1 ED 315 515

Vocational-Technical Education at the Crossroads.

9p. 1mf. L1 ED 315 571

Labor Needs

Population Pressures Abroad and Immigration Pressures at Home.

65p. 1mf. L1 ED 316 624

Labor Relations

Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.

353p. mf. L3 ED 315 890

Labor Utilization

Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).

79p. 1mf. L1 ED 315 592

Laboratories

"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.

4p. 1mf. L1 ED 315 580

Laboratory Procedures

AMT's Position on Physician's Office Laboratories.

3p. 1mf. L1 ED 315 579

Lending Library of Physics Demonstrations.

38p. 1mf. L1 ED 316 088

Laboratory Training

Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.

42p. 1mf. L1 ED 316 149

Lamar University TX

Lending Library of Physics Demonstrations.

38p. 1mf. L1 ED 316 088

Language Arts
Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794

Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Integrated Language Perspective in the Elementary School: Theory Into Action.
344p. mf. L3 ED 315 775

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
81p. 1mf. L1 ED 315 786

Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
92p. 1mf. L1 ED 315 787

Middle School English Language Arts: English Language Arts 8, Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
118p. 2mf. L1 ED 315 788

Sea of Talk.
115p. 2mf. L1 ED 315 773

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Language Change
Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Language Enrichment
Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

Language Enrollment
Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Language Experience Approach
Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Suggested Steps in Language Experience Approach Instruction.
23p. 1mf. L1 ED 315 727

Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Language Handicaps
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992

Language Maintenance
Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Language of Instruction
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Language Patterns
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Language Planning
Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Language Proficiency
Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Language Reform
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Language Role
Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Language Skills
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Language Standardization
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Language Teachers
Computer Assisted Language Learning Outreach Project for Education.
34p. 1mf. L1 ED 316 056

English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
191p. 2mf. L2 ED 316 051

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

Language Tests
Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Video in the Evaluation Process.
16p. 1mf. L1 ED 316 022

Latin America
Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Latin American Culture
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

Latin American History
History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

Latin Americans
Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Law Related Education
Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Law 20-30: Teacher Resource Manual.
110p. 2mf. L1 ED 316 475

Layout (Publications)
Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Leadership
Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Team Building: Connecting Substance to Educational Leadership.
14p. 1mf. L1 ED 315 862

Leadership Qualities
Norm Setting by Principals in Effective Schools: Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Leadership Responsibility
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Leadership Styles
Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Leadership Training
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Learner Control
Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Learning Activities
Parenting Renewal. Leaflet and Lessons for Parents of Adolescents.
97p. 2mf. L1 ED 316 333

Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
170p. 2mf. L1 ED 316 331

Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
151p. 2mf. L1 ED 316 332

Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Kwanzaa.
31p. 1mf. L1 ED 316 607

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Using Cooperative Learning in the Early Childhood Classroom.
24p. 1mf. L1 ED 316 338

Learning Disabilities
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664

First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
24p. 1mf. L1 ED 315 955

Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Learning Laboratories
Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Learning Modules
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Learning Problems
Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

Learning Processes
Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061

Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Learning Resources Centers
Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

Learning Strategies
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Some Propositions about Teaching and Learning.
16p. 1mf. L1 ED 316 071

Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
15p. 1mf. L1 ED 315 737

Legal Education (Professions)
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Legal Information
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238

Legal Problems
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Legal Responsibility
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Leisure Education
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Lesbianism
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Letters (Alphabet)
Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Letters (Correspondence)
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Liberal Arts
College Internship Program.
25p. 1mf. L1 ED 316 090

Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences

Majors for Teaching.
186p. 2mf. L2 ED 316 082

Librarian Teacher Cooperation
Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Librarians
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477

Extraction from the King Report of Entry-Level Competencies Needed by Library and Information Science Professionals.
11p. 1mf. L1 ED 316 260

Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

Libraries
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477

Library Administration
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Library Automation
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Library Catalogs
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

Library Circulation
State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Library Collection Development
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265

Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254
(Continued)

Library Collection Development *(Continued)*
Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Library Collections
Community College Periodicals.
51p. 1mf. L1 ED 316 275
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237
Helping Children through Books: A Selected Booklist. Third Revised Edition.
31p. 1mf. L2 ED 316 255

Library Development
South Carolina State Library Annual Report, 1988-1989.
71p. 1mf. L1 ED 316 256

Library Education
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262
Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

Library Expenditures
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Library Extension
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Library Facilities
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Library Instruction
Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

Library Material Selection
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265

Library Materials
E. H. Butler Library Disaster Preparedness Plan.
42p. 1mf. L1 ED 316 242

Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Library Networks
Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Library Personnel
Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Library Planning
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

Library Research

Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Library Role
Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

Library Science
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
56p. 1mf. L1 ED 316 477

Library Services
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246

Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

South Carolina State Library Annual Report, 1988-1989.
71p. 1mf. L1 ED 316 256

Library Services and Construction Act
Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

Library Skills
Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

Library Standards

Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

Library Statistics
SLA Triennial Salary Survey, 1989.
76p. mf. L3 ED 316 248

Library Surveys
SLA Triennial Salary Survey, 1989.
76p. mf. L3 ED 316 248

Library Technical Processes
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

South Carolina State Library Annual Report, 1988-1989.
71p. 1mf. L1 ED 316 256

Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

Licensing Examinations (Professions)
American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

Life Style
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Lifelong Learning
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Likert Scales
Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Limited English Speaking
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Models of Vocational Training for Limited English Proficient

Adults.
29p. 1mf. L1 ED 315 520

Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

Linguistic Borrowing

Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Linguistic Theory

Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
14p. 1mf. L1 ED 316 032

Listening

Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials.
61p. 1mf. L1 ED 315 838

Listening Comprehension

Video in the Evaluation Process.
16p. 1mf. L1 ED 316 022

Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

Listening Skills

Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Video in the Evaluation Process.
16p. 1mf. L1 ED 316 022

Literacy

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Literacy Education

About Our Jobs.
31p. 1mf. L1 ED 315 552

Adult Basic Education in Alberta: To and Beyond 1990.
16p. 1mf. L1 ED 315 636

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Adult Literacy Education: Program Evaluation and Learner

Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061

Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
191p. 2mf. L2 ED 316 051

Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Literacy Education Action.
8p. 1mf. L1 ED 316 058

Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Tales from the Homeland: Developing the Language Experience

Approach.
176p. 2mf. L1 ED 316 064
Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060
Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065
Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553
Who Is Learning To Read.
9p. 1mf. L1 ED 315 558
Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560
Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Literacy Education Action
Literacy Education Action.
8p. 1mf. L1 ED 316 058

Literacy Volunteers of America
Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Literary Criticism
Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770
Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Literary Genres
Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Literature
Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763
Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Literature Appreciation

"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

Every Classroom's a Stage: Theatrical Contributions to Language and Literature Teaching.
16p. 1mf. L1 ED 316 049

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
189p. mf. L3 ED 315 774

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
260p. mf. L3 ED 315 729

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

Literature Reviews

"Beginning To Read: Thinking and Learning about Print" by Marilyn

Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

Local Area Networks
Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

Loneliness
Loneliness: The Experience and Its Antecedents.
21p. 1mf. L1 ED 315 681

Long Range Planning
American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

Longitudinal Studies
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Los Angeles Unified School District CA
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

Loss
Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Louisiana
Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
42p. 1mf. L1 ED 316 469

Louisiana Slide Library; A Humanities Program. Bulletin 1755.
173p. 2mf. L1 ED 316 451

Love
Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Low Achievement
Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Low Income
Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
457p. 5mf. L1 ED 316 590

Low Income Groups
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
520p. 6mf. L1 ED 316 591

Low Rent Housing
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

Low Vision Aids
Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Machine Tool Operators
Machine-Tool Technology Instructor's Sourcebook.
143p. 2mf. L1 ED 315 633

Machine Tools
Machine-Tool Technology Instructor's Sourcebook.
143p. 2mf. L1 ED 315 633

Maine
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Mainstreaming
Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Majors (Students)
College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Management by Objectives
Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843

Management Development
Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Principalship. A Position Paper.
34p. 1mf. L1 ED 315 899

Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Management Information Systems
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Management Teams
Team Building: Connecting Substance to Educational Leadership.
14p. 1mf. L1 ED 315 862

Manipulative Materials
Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

Manually Coded English
Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

Manufacturing
Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Manufacturing Industry
Machine-Tool Technology Instructor's Sourcebook.
143p. 2mf. L1 ED 315 633

Marine Corps Command and Staff College
Curriculum Evolution, Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

Marine Education
Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

Marketing
Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Marketing Cooperative Education, The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Marriage
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Marshall University WV
H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Maryland (Baltimore)

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Maryland (Prince Georges County)
Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Maryland State Department of Education
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Mass Media
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Mass Media Effects
Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Mass Media Role
Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Mass Media Use
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Massachusetts
Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Massage Therapy
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Masters Programs
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Mate Availability
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A

Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Mate Selection
Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Material Development
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Materials Processing
Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Maternal Health
Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

Mathematical Concepts
Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

(Continued)

Mathematical Concepts *(Continued)*
Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386
Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397
Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396
Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391
Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390
Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389
Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388
Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441
Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Mathematical Enrichment
Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Mathematical Formulas
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Mathematical Sciences Education Board
Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Mathematics Achievement
Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402
Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554
Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary

School, Year III.
82p. 1mf. L1 ED 316 420

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Mathematics Curriculum

Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Reading and Mathematics: The Twain Shall Meet.
15p. 1mf. L1 ED 315 734

Mathematics Education

Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Mathematics Instruction

Basic Number Facts--Strategies for Teaching and Learning. Book I:

Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Reading and Mathematics: The Twain Shall Meet.
15p. 1mf. L1 ED 315 734

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Mathematics Materials

Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Mathematics Skills

Basic Number Facts--Strategies for Teaching and Learning. Book II: Multiplication and Division. An Activity Based Program.
328p. 4mf. L1 ED 316 426

Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Mathematics Teachers

Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Mathematics Tests

Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Improving Mathematical Skills Assessed on the High School

Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

Measurement

Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Measurement Equipment

Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Measurement Techniques

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Media Adaptation

Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Media Coverage

Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Media Selection

Orientation Course in Educational Media. Primary Schools.
425p. 5mf. L1 ED 316 220

Orientation Course in Educational Media. Secondary Schools.
378p. 4mf. L1 ED 316 221

Media Specialists

Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219

Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

Medical Research

New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Medical Services

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

Medical Students

Resource Manual for Alcohol and Other Drug Abuse Education in

Internal Medicine.
47p. 1mf. L1 ED 316 150

Medical Technologists

"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579

Guide for Training Medical Laboratory Technicians. Fourth Edition.
48p. 1mf. L1 ED 315 582

Memory

Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Mental Disorders

Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Mental Health

Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Mental Retardation

Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Analysis of Case Study Methods Used to Diagnose Mental Retardation.
18p. 1mf. L1 ED 315 994

International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990

Mentors

Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
9p. 1mf. L1 ED 316 539

Resource Guide To Assist Local Schools Support Beginning

Administrators.
14p. 1mf. L1 ED 315 866

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Merleau Ponty (Maurice)

Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Message Design

Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Message Perception

Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
35p. 1mf. L1 ED 315 828

Meta Analysis

Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
13p. 1mf. L1 ED 316 556

Metacognition

Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Metal Working

Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Methods Courses

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Mexican Americans

America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Chicanos: A Checklist of Current Materials. No. 1, January-June, 1988.
43p. 1mf. L1 ED 316 384

Hispanic Americans in the United States: A Select Annotated Bibliography.
27p. 1mf. L1 ED 316 369

Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Mexico

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Michigan
Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023
Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443
Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Michigan State University
Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Microcomputers
Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989
Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990
Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992
Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Microteaching
Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507

Middle East
Middle East Materials for Teachers, Students, Non-Specialists.
156p. 2mf. L1 ED 316 482

Middle Eastern Studies
Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464
Middle East Materials for Teachers, Students, Non-Specialists.
156p. 2mf. L1 ED 316 482

Middle School Students
Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
9p. 1mf. L1 ED 315 782

Middle Schools
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Middle School Handbook.
70p. 1mf. L2 ED 315 877

Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

Migrant Adult Education
Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Migrant Health Program
Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Migrant Health Services
Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Migrant Housing
After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Migrant Problems
After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Migrant Programs
After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Migrant Student Record Transfer System
Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Migration Patterns
Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Mild Disabilities
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Mild Mental Retardation
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613
First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Milieu Therapy
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705

Military Schools
Curriculum Evolution, Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

Minicourses
Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
238p. 3mf. L2 ED 316 161

Minority Group Children
Education That Works: An Action Plan for the Education of Minorities.
139p. 2mf. L1 ED 316 626
Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Minority Group Teachers
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Minority Groups
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122
Course Placement Study.
72p. 1mf. L1 ED 316 288
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121
Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

Misconceptions
Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749
High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415
Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408
Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Mission Statements
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Missouri Mastery and Achievement Tests
Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Mnemonics
Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Model Tracing Tutor
Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Modeling (Psychology)
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Models
Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547
Exercise of Argument in Debate: Constructing Decision Parameters.
12p. 1mf. L1 ED 315 814
In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702
Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented

Youth.
63p. 1mf. L1 ED 315 946

Loneliness: The Experience and Its Antecedents.
21p. 1mf. L1 ED 315 681

Most Desirable Preparation for Public Relations Professionals: Fit of Existing and Model Curriculum with Theoretical and Philosophical Developments.
15p. 1mf. L1 ED 315 804

Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Modems

Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

Moderate Mental Retardation

First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Modernism

Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Modifiers

Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
14p. 1mf. L1 ED 316 032

Money Management
Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Montclair State College NJ
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Moral Issues
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601

Morale
Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Motivation
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Multicultural Counseling
Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Multicultural Education
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Creating Education That is Multicultural in Preschool and Kindergarten Settings.
16p. 1mf. L1 ED 316 320

Kwanzaa.
31p. 1mf. L1 ED 316 607

Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.

39p. 1mf. L1 ED 316 321

Multilevel Evaluation Systems Project CA
Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Multimedia Instruction
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Multiple Employment
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

Multiple Regression Analysis
General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

Multitype Library Cooperation
Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Multivariate Analysis
Why Multivariate Statistics Are Critical: A Review with Examples.
14p. 1mf. L1 ED 316 579

Murray State University KY
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

Music
Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Music Activities
Reading and Music: Take Note.
9p. 1mf. L1 ED 315 735

Music Education
Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
42p. 1mf. L1 ED 316 469

Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348

Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Music Facilities
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Music Reading
Reading and Music: Take Note.
9p. 1mf. L1 ED 315 735

Musicology
Music: A Frequently Missing Component in American Studies.
10p. 1mf. L1 ED 316 483

Narration
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Narrative Text
Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749

Narrative Theory
Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823

National Advisory Board Rural Information N
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

National Assessment of Educational Progress
Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

National Audubon Society Expedition Institu
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

National Board for Professional Teaching St
Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

National Diffusion Network
Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

National Endowment for the Humanities
National Endowment for the Humanities 23rd Annual Report--1988.

178p. 2mf. L1 ED 316 456

National Long Transition Study Spec Ed Stud
National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

National Longitudinal Transition Study Spec
School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

National Organizations
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

National Planning
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358

National Programs
Classroom Change (Three Papers).
13p. 1mf. L1 ED 316 189

Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

National Surveys
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

National Teacher Certification
Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Native Language
Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Native Language Instruction
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Natural Languages
Use of Natural Language in Counseling Psychology Research.
30p. 1mf. L1 ED 315 683

Need Analysis (Student Financial Aid)
Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Needs Assessment
Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

Nepal
Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

New Brunswick
History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

New England
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

New Faculty
Communication in New Faculty Socialization: An Extension of Teacher Communication Concern.
23p. 1mf. L1 ED 315 835

New Hampshire
Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

New Jersey
Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

New Mexico
Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044
Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

New Mexico (East)
Cultural Values of Ten Hispanic Women in Eastern New Mexico.
47p. 1mf. L1 ED 316 363
Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

New York
Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998
Colleague 1990. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
69p. 1mf. L1 ED 316 281
Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620
Principalship. A Position Paper.
34p. 1mf. L1 ED 315 899
Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573
Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586
Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356
Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

New York (New York)
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595
Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.

74p. 1mf. L1 ED 315 598

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

New York City Adult Literacy Initiative
New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York State Mentor Teacher Internship Pr
Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

New Zealand
Early Childhood Education in New Zealand: The Quiet Revolution.
16p. 1mf. L1 ED 316 309

New Zealand Technical Correspondence Instit
Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

News Media
Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

News Reporting
Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Newspapers
Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
171p. 2mf. L1 ED 315 732

Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Nigeria
Comparison of Family Structures in America and Nigeria: Lesson Plans on Critical Thinking.
30p. 1mf. L1 ED 316 449

Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Noncredit Courses

Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Nonformal Education
Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Nonmajors
Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Nonprint Media
Orientation Course in Educational Media. Primary Schools.
425p. 5mf. L1 ED 316 220

Orientation Course in Educational Media. Secondary Schools.
378p. 4mf. L1 ED 316 221

Nonprofessional Personnel
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

Nonprofit Organizations
Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Nontraditional Education
Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
22p. 1mf. L1 ED 316 514

Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Nontraditional Students
Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Nonverbal Communication
Biased Perceiver: Correlations of Nonverbal Message Valence and

Intent.
35p. 1mf. L1 ED 315 828

Nordic Council
Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

North American Culture
Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

North Caroline
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

North York Board of Education ON
Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Northern State University SD
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Honors Program.
18p. 1mf. L1 ED 316 098

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

International Business Studies.
14p. 1mf. L1 ED 316 118

Northwest Territories
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Notetaking
Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Novels
Transforming the Detective Novel: Sex and the Single Sleuth.
13p. 1mf. L1 ED 315 769

Nuclear Education
Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Nuclear Family
Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Nuclear Technology
Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Nuclear Warfare
Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Number Concepts
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Numeric Expressions
Modifiers, Quantifiers, and the Treatment of Japanese Numeral Expressions.
14p. 1mf. L1 ED 316 032

Nursing Education
Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Development of a Practice Laboratory for the Writing of Nursing Care Plans. Curriculum Program Planning.
42p. 1mf. L1 ED 316 149

Involving Native Nursing Students in Their Own Learning.
14p. 1mf. L1 ED 316 357

Nursing Homes

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Nutrition
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Nutrition Instruction
Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Oakland Schools MI
Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859

106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857

187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Occupational Aspiration
Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

Occupational Information
Guide for Training Medical Laboratory Technicians. Fourth Edition.
48p. 1mf. L1 ED 315 582

International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Occupational Mobility
Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Occupational Safety and Health
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Occupational Tests
Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Office of Vocational and Adult Education
Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Official Languages
Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Ohio
Chapter One in Ohio: Education Consolidation and Improvement Act. 23rd Annual Evaluation Report, Fiscal 1988.
25p. 1mf. L1 ED 316 308

Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618

Rhetoric of the Temperance Movement: Ohio's Contribution.
16p. 1mf. L1 ED 315 807

Ohio (Cleveland)
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

Oklahoma
Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

Oklahoma LEAD Project
Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Old Dominion University VA
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Older Adults

Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011

Business and Older Workers.
28p. 1mf. L2 ED 315 671

Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014

Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Dance and the Aging--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
29p. 1mf. L1 ED 315 812

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009

Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Mature Stuff. Physical Activity for the Older Adult.

251p. 3mf. L2 ED 316 536

National Survey of Caregivers: Summary of Findings.
79p. 1mf. L2 ED 315 674

Planning Your Retirement.
25p. 1mf. L2 ED 315 667

Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246

Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

On the Job Training

Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

One Parent Family

Family Housing and Services.
33p. 1mf. L1 ED 316 148

Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Online Systems

Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Ontario
Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

Onward to Excellence
School Improvement Network: 1989 Directory 2nd Edition
168p. 2mf. L1 ED 315 900

Optical Data Disks
Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Oral Reading
Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
40p. 1mf. L1 ED 315 723

Oregon
Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795

Oregon (Portland)
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

Organization for Rehabilitation through Tra
Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Organizational Change
Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
23p. 1mf. L1 ED 315 908

Organizational Climate
Combining Divergent Organizational Cultures.
29p. 1mf. L1 ED 315 830

Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Organizational Communication
Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Combining Divergent Organizational Cultures.
29p. 1mf. L1 ED 315 830

Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
36p. 1mf. L1 ED 315 808

Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Organizational Culture
Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Combining Divergent Organizational Cultures.
29p. 1mf. L1 ED 315 830

Impact of Corporate External and Internal Message Congruency upon the Acceptance of Employee Unethical Acts.
36p. 1mf. L1 ED 315 808

Organizational Development
Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Organizational Objectives
AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

Organizations (Groups)
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989
(Continued)

Organizations (Groups) *(Continued)*
Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992
Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Orthographic Symbols
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Orthography
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Outcomes of Education
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584
Comparative Study of a Kodaly-Based Developmental Music Program and a Traditional Public School Music Program at the Kindergarten Level.
174p. 2mf. L1 ED 316 348
Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920
Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531
Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.
40p. 1mf. L1 ED 316 302
Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337
Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297

Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618

Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510

Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
364p. 4mf. L1 ED 315 570

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Outdoor Education
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

Outreach Programs
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

Literacy Education Action.
8p. 1mf. L1 ED 316 058

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

Pacific Americans
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Pacific Islands
Archives and Manuscripts, Libraries, and Librarianship in the South and Central Pacific: Survey and a Bibliography of English-Language Studies.
35p. 1mf. L1 ED 316 477

Pacific Region
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Pakistan (Lahore)
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631

Pan American University TX
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Panama
Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Paper (Material)
On the Preservation of Books and Documents in Original Form.

Report.
6p. 1mf. L2 ED 316 232

Papua New Guinea
Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Paraprofessional School Personnel
Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Parent Associations
Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Parent Attitudes
Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

Reading Connection.
28p. 1mf. L1 ED 315 744

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Parent Background
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633

Parent Child Relationship
Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Identity Status and Relationships with Parents.
10p. 1mf. L1 ED 315 682

Parent Education
Communication Skills.
48p. 1mf. L2 ED 315 933

Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975

How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Parental Involvment.
46p. 1mf. L2 ED 315 927

Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
78p. 1mf. L2 ED 315 993

Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Parent Financial Contribution
Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Parent Materials
Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
78p. 1mf. L2 ED 315 993

Parent Participation
Creating Education That is Multicultural in Preschool and Kindergarten Settings.

16p. 1mf. L1 ED 316 320

Early Intervention and Five Years Later with an Autistic Child and Her Family.
12p. 1mf. L1 ED 315 975

Interactional Style of Teachers and Parents during Bilingual Instruction.
14p. 1mf. L1 ED 316 037

Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Parental Involvment.
46p. 1mf. L2 ED 315 927

Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Training Minority Language Parents: Are We Providing Them What They Want or Need?
12p. 1mf. L1 ED 316 040

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Parent Responsibility

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

Reading Connection.
28p. 1mf. L1 ED 315 744

Parent Rights

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Parent Role

Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Parental Involvment.
46p. 1mf. L2 ED 315 927

Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Parent School Relationship

Communication Skills.
48p. 1mf. L2 ED 315 933

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Parental Involvment.
46p. 1mf. L2 ED 315 927

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Parent Student Relationship

Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

Parent Teacher Conferences

Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

Parent Teacher Cooperation

Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Parent Workshops
What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Parenting Skills
Parenting Renewal. Leaflet and Lessons for Parents of Adolescents.
97p. 2mf. L1 ED 316 333

Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
151p. 2mf. L1 ED 316 332

Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
170p. 2mf. L1 ED 316 331

Part Time Employment
Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Part Time Faculty
Human Resources Development Approach to Part-Time Faculty in the Community College.
151p. 2mf. L1 ED 316 279

Part Time Students
Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
84p. 1mf. L1 ED 316 280

Vocational Teaching at a Distance. The New Zealand Perspective.
6p. 1mf. L1 ED 315 506

Participant Characteristics
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

Participant Satisfaction
Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Participation
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

Participative Decision Making
Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505

Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

Partnerships

Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

Peace

Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
17p. 1mf. L1 ED 315 820

Peace Education

Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
17p. 1mf. L1 ED 315 820

Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Peace Studies

Peace Communication Research and Scholarship Opportunities in Related Disciplines and Forums.
17p. 1mf. L1 ED 315 820

Peer Counseling

Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Peer Evaluation

Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

Peer Influence

Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Peer Relationship

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Pell Grant Program

Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

Pen Pals
Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Pennsylvania (Central)
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Pennsylvania (Philadelphia)
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Perception
Business and Older Workers.
28p. 1mf. L2 ED 315 671

Decline of Marriage among African Americans: Attitudinal Dimensions.
20p. 1mf. L1 ED 315 716

Perceived Mate Availability and Marital-Familial Values: A Cross-Cultural Analysis.
11p. 1mf. L1 ED 315 718

Psychological Well-Being and Perceived Marital Opportunity.
19p. 1mf. L1 ED 315 717

Perceptual Development
Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Performance Contracts
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Performance Factors
Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Periodicals
Community College Periodicals.
51p. 1mf. L1 ED 316 275

Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Personal Autonomy
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Personal Care Homes
1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Personal Narratives
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Personality
Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Personality Measures
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

16PF Tradition in Contemporary Personality Assessment.
11p. 1mf. L1 ED 316 561

Personnel Evaluation
Characteristics of an Effective Performance Appraisal Interview: A Rules Approach.
48p. 1mf. L1 ED 315 827

Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Personnel Management
Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Personnel Selection
Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.
116p. 2mf. L1 ED 316 169

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Principal Selection in Rural School Districts: A Process Model.
28p. 1mf. L1 ED 316 377

Persuasive Discourse
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Exercise of Argument in Debate; Constructing Decision Parameters.
12p. 1mf. L1 ED 315 814

Nature of the "Total" Forensic Program: The 1990's and Beyond.
24p. 1mf. L1 ED 315 811

NIET and the NFA: What Is Their Impact on Event Descriptions and Conflict Patterns?
7p. 1mf. L1 ED 315 813

Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Teaching Burke Using Advertisements.
44p. 1mf. L1 ED 315 817

Peru
Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Philanthropic Foundations
Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313

Philosophy
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Phonetic Transcription
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Phonics
Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Phonology
Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Physical Activities
Mature Stuff. Physical Activity for the Older Adult.
251p. 3mf. L2 ED 316 536

Physical Disabilities
Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995

Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988

Physical Education
Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

Physical Education Teachers
Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

Physical Environment
Making Nature's Wisdom Public: The Affirmation of Planet Earth as a Living Organism.
8p. 1mf. L1 ED 316 351

Physical Fitness
Health Promotion Program.
11p. 1mf. L1 ED 316 133

Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

Physical Health
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Physical Mobility
Accessibility Requirements Manual.
109p. 2mf. L1 ED 315 853

Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Physical Sciences
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Physical Therapy
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Physics
Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Project ARCHIMEDES: Applications, Reasoning and Concepts for High

School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Physiology
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Piagetian Theory
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Pianos
Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
42p. 1mf. L1 ED 316 469

Pierce County Cooperative MA
Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613

Pilot Projects
Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Place of Residence
Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.
639p. 7mf. L1 ED 316 083

Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
537p. 6mf. L1 ED 316 084

Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452

Plagiarism
"According to...": Toward Standards for the Ethical Use of Evidence in Individual Events.
19p. 1mf. L1 ED 315 822

Planning
Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

Planning Your Retirement.
25p. 1mf. L2 ED 315 667

Playground Activities
Potential of the Physical Education Teacher as Play Leader.
15p. 1mf. L1 ED 316 532

Playgrounds
Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Police School Relationship
Student Discipline Strategies: School System and Police Response to High Risk and Disruptive Youth. Draft.
43p. 1mf. L1 ED 315 906

Policy Formation
Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346

Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Political Campaigns
Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Political Influences
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Theoretical Model of Intrapersonal Agenda.
35p. 1mf. L1 ED 315 797

Political Science
Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

Politics
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

Politics of Education
Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Pomona Unified School District
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Popular Culture
Groups in Action on Prime-Time TV.
44p. 1mf. L1 ED 315 806

Population Distribution
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453

Population Education
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

Population Growth
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453

Population Trends
Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532
Fertility of American Women: June 1988. Current Population Reports. Population Characteristics.
76p. 1mf. L1 ED 316 455
Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452
How We Live: Then and Now.
43p. 1mf. L1 ED 316 481
Notes on the Changing Economic Status of Children in the United States: 1970-1985.
19p. 1mf. L2 ED 316 633
Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453
Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Population Profile of the United States 1989. Current Population Reports.
66p. 1mf. L1 ED 316 454

Porter (Katherine Anne)
Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770

Positive Reinforcement
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Post Hoc Methods
Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

PostScript Language
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Postsecondary Education
First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Postsecondary Education as a Field of Study
Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Potential Dropouts
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359

Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586

Poverty
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Poverty Areas
Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
163p. 2mf. L1 ED 316 362

Poverty Programs
Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
457p. 5mf. L1 ED 316 590

Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
520p. 6mf. L1 ED 316 591

Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Practicum Supervision
Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094

Practicums
Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503

Preadolescents
Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
151p. 2mf. L1 ED 316 332

Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

Prediction
Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Predictor Variables
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422

Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

General Linear Model Approach to Adjusting the Cumulative GPA.
17p. 1mf. L1 ED 316 581

Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Potential Indirect Genetic Effects on Learning: A Longitudinal Study of Temperament Effects on Achievement in Elementary School.
21p. 1mf. L1 ED 316 564

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
22p. 1mf. L1 ED 316 583

Preference Patterns
Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Prefixes
Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
37p. 1mf. L1 ED 315 722

Pregnancy
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Pregnant Students
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Prepositions
Chinese Speakers and English Prepositions: Problems and Solutions.

29p. 1mf. L1 ED 316 029

Preschool Children

Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
170p. 2mf. L1 ED 316 331

Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC Relationships.
22p. 1mf. L1 ED 316 574

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Preschool Curriculum

Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431

Preschool Education

Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

Preservation

On the Preservation of Books and Documents in Original Form. Report.
6p. 1mf. L2 ED 316 232

Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376

Preservice Teacher Education

High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Suggested Steps in Language Experience Approach Instruction.
23p. 1mf. L1 ED 315 727

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Presidential Campaigns (United States)

Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823

Presidents of the United States

Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Prevention

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Primary Education

Basic Number Facts--Strategies for Teaching and Learning. Book I: Addition and Subtraction. An Activity Based Program.
390p. 5mf. L1 ED 316 425

Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Principals

Becoming a Rural School Principal: A Seven-State Study.
24p. 1mf. L1 ED 316 378

Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Principal and Fiscal Management. Elementary Principal Series No.

6.
23p. 1mf. L1 ED 315 916
Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911
Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914
Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855
Principal Selection in Rural School Districts: A Process Model.
28p. 1mf. L1 ED 316 377
Principalship. A Position Paper.
34p. 1mf. L1 ED 315 899
Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871
School-Site Management.
8p. 1mf. L2 ED 315 851

Printing
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Privacy
Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
22p. 1mf. L1 ED 315 680

Private Financial Support
Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Private Schools
Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843
NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878
Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

Private Speech
Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Probability
Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Problem Solving
Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562
Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185
Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508
Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107
Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201
Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432
Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Process Approach (Writing)
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

Process Education
Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431

Process Skills
Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Production Techniques
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Productivity
Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614

Professional Associations
American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581
AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579
Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296
1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Professional Autonomy
Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

Professional Continuing Education
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

Professional Development
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507

Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Professional Development Schools
Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Professional Education
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Professional Recognition
Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

Professional Standards and Practices Boards
Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Professional Training
Guide for Training Medical Laboratory Technicians. Fourth Edition.
48p. 1mf. L1 ED 315 582

Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Statewide Plan for School Improvement. The Oklahoma LEAD Project.
13p. 1mf. L1 ED 315 861

Professionalization
Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Profiles
Early Identification of Potential Dropouts: Towards a Definition.
18p. 1mf. L1 ED 316 359

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Population Profile of the United States 1989. Current Population Reports.
66p. 1mf. L1 ED 316 454

Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

We, the Americans.
17p. 1mf. L1 ED 316 497

We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Program Administration
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Program Attitudes
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Program Characteristics
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S.

Senate.
86p. 1mf. L1 ED 316 341

Program Costs

Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Program Descriptions

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.
104p. 2mf. L1 ED 315 867

American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Program Design

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Program Development

Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
22p. 1mf. L1 ED 316 514

Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510

Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Making the Curriculum More Global.
12p. 1mf. L1 ED 316 159

Mature Stuff. Physical Activity for the Older Adult.
251p. 3mf. L2 ED 316 536

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

On the Preservation of Books and Documents in Original Form.

Report.
6p. 1mf. L2 ED 316 232

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Prepare for a Community Survey, Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Program Distribution

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Program Effectiveness

Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

(Continued)

Program Effectiveness *(Continued)*
Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312
Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337
Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958
Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317
Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245
Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518
Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Program Evaluation
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665
American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630
Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570
Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

Nature of the "Total" Forensic Program: The 1990's and Beyond.
24p. 1mf. L1 ED 315 811

No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Program Implementation

Administrative Mentoring: A Training Manual.
66p. 1mf. L1 ED 315 844

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Apprenticeship/Training in Correctional Institutions.
11p. 1mf. L1 ED 315 643

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547

In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Videodisc in Higher Education: Flexibility and Impact.
21p. 1mf. L2 ED 316 224

Program Improvement

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Program Monitoring

Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Program Proposals

Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

Programed Tutoring

Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Programing

GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Progressive Relaxation Training

Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Project Giant Step

Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

Project Learn

Who's Learning How To Read and How Do We Know? Project: LEARN Program Description.
10p. 1mf. L1 ED 315 560

Project PROVE

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Project WORTH

Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

Promotion (Occupational)

Problem-Solving Strategies for Career Planning.
18p. 1mf. L1 ED 315 508

Proposition 98 (California 1988)

Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

Prosocial Behavior
Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Psychoeducational Methods
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664

Psychological Characteristics
Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Psychological Studies
Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Psychomotor Skills
What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Public Administration
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631

Public Agencies
Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

Public Education
"The Public" in Public Schools: The Social Construction/Constriction of Moral Communities.
28p. 1mf. L1 ED 316 601

Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Public Health
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Public Libraries
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264
Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265
Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236
Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245
Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Public Opinion
Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621
Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Public Policy
Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346
Career Planning: Developing the Nation's Primary Resource.
9p. 1mf. L1 ED 315 614
Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053
Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046
Hearings on the Role of Athletics in College Life. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (May 18 and 24, 1989).
212p. 3mf. L1 ED 316 069
Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973
Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238
Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Public Relations

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Most Desirable Preparation for Public Relations Professionals: Fit of Existing and Model Curriculum with Theoretical and Philosophical Developments.
15p. 1mf. L1 ED 315 804

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Public School Teachers

Becoming Colleagues: Teachers as Researchers.
31p. 1mf. L1 ED 316 499

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

Public Schools

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
14p. 1mf. L1 ED 315 886

Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Public Speaking

Nature of the "Total" Forensic Program: The 1990's and Beyond.
24p. 1mf. L1 ED 315 811

Publishing Industry
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Puerto Ricans
America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Hispanic Americans in the United States: A Select Annotated Bibliography.
27p. 1mf. L1 ED 316 369

Pupil Personnel Services
Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Qualifications
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

Quality Assurance
Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

Quality Control
AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579

Quality of Life
Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Quality of Working Life
Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Quantifiers
Modifiers, Quantifiers, and the Treatment of Japanese Numeral

Expressions.
14p. 1mf. L1 ED 316 032

Questioning Techniques
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Racial Balance
101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Racial Bias
Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613

Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Racial Composition
Who's Out There...And Why Not?
9p. 1mf. L1 ED 315 825

Racial Differences
Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

Racial Segregation
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Radon
Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

Ramapo College of New Jersey
Making the Curriculum More Global.
12p. 1mf. L1 ED 316 159

Rating Scales
Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Readability
Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Reader Response
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

How Porcupines Make Love II: Teaching a Response-Centered Literature Curriculum.
189p. mf. L3 ED 315 774

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Reader Text Relationship
"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
260p. mf. L3 ED 315 729

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Reading
Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
260p. mf. L3 ED 315 729

Reading Ability
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Reading Achievement
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Reading Attitudes
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Penn State Adult Literacy Coursewares: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Reading Connection.
28p. 1mf. L1 ED 315 744

Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
40p. 1mf. L1 ED 315 723

Reading Comprehension
Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Use of Visualizing in Comprehending Difficult Abstract Prose.
17p. 1mf. L1 ED 315 738

Reading Diagnosis
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Reading Difficulties
Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Post-Secondary Developmental Reading. Focused Access to Selected

Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Reading Improvement

HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Reading Instruction

"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742

HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Middle School English Language Arts: English Language Arts 8,

Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
118p. 2mf. L1 ED 315 788

Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
81p. 1mf. L1 ED 315 786

Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
92p. 1mf. L1 ED 315 787

Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Reading and Music: Take Note.
9p. 1mf. L1 ED 315 735

Reading Connection.
28p. 1mf. L1 ED 315 744

Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

Suggested Steps in Language Experience Approach Instruction.
23p. 1mf. L1 ED 315 727

Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Use of Visualizing in Comprehending Difficult Abstract Prose.
17p. 1mf. L1 ED 315 738

Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Whole Language in Perspective: A Teacher's Continuum.
11p. 1mf. L1 ED 315 725

Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Reading Interests

College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

(Continued)

Reading Interests *(Continued)*
Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
40p. 1mf. L1 ED 315 723

Reading Material Selection
Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

Reading Materials
Do Current Basal Series Use Clear Explanations and Correct Exemplars in Teaching Prefixes?
37p. 1mf. L1 ED 315 722

Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Reading Mathematics Relationship
Reading and Mathematics: The Twain Shall Meet.
15p. 1mf. L1 ED 315 734

Reading Processes
Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Reading Difficulties, Metacognition and Affect.
25p. 1mf. L2 ED 315 741

Reading Programs
Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Reading Research
"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

Reading Skills

Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794

Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Reading and Mathematics: The Twain Shall Meet.
15p. 1mf. L1 ED 315 734

Reading and Music: Take Note.
9p. 1mf. L1 ED 315 735

Reading Connection.
28p. 1mf. L1 ED 315 744

Reading Strategies

Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272

Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Reading Tests

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Reading Writing Relationship

In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

Remembering Our Students.
15p. 1mf. L1 ED 315 783

Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Reagan (Ronald)

Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Realia
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Recall (Psychology)
Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

Recordkeeping
Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Records (Forms)
Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Recreational Programs
Family Housing and Services.
33p. 1mf. L1 ED 316 148

Recreational Reading
101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2 .
25p. 1mf. L1 ED 315 750

Reference Materials
Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

Reference Services
Examination of the Role of Reference Librarians in the Light of New Technology.
8p. 1mf. L1 ED 316 259

Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

Referral
Improving the Understanding of Attention Deficit Disorder by Parents and Teachers through In-Service Training.
110p. 2mf. L1 ED 315 966

Reflective Teaching
Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Refugees
Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Regional Cooperation
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Regional Libraries
Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246

Regional Schools
Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Regression (Statistics)
Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
22p. 1mf. L1 ED 316 583

Regular and Special Education Relationship
School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

Rehabilitation
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Rehabilitation Centers
Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Relationship
Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484

Relaxation Training
Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Relevance (Education)
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
23p. 1mf. L1 ED 315 908

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Religion
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Ronald Reagan's Civil Religion.
16p. 1mf. L1 ED 315 796

Religious Education
Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

Religious Factors
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Religious Fundamentalism
Preserving the Beneficial Effects of Evangelistic Preaching: Billy Graham's Follow-Up Strategies.
26p. 1mf. L1 ED 315 832

Religious Organizations
Member Involvement in a Student Religious Organization: A Qualitative Analysis.
28p. 1mf. L1 ED 315 819

Remedial Instruction
Computer-Based Assessment for Remedial Instruction.
8p. 1mf. L1 ED 316 566

H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990

Remedial Mathematics
Characteristics Related to Student Performance in a College Remedial Self-Paced Mathematics Laboratory.
23p. 1mf. L1 ED 316 422

Lake Michigan College's Remedial Mathematics Laboratory Evaluation.
32p. 1mf. L1 ED 316 421

Remedial Reading
Interactive Model of Reading: Deciding How Disability Occurs.
23p. 1mf. L1 ED 315 726

Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Use of Visualizing in Comprehending Difficult Abstract Prose.
17p. 1mf. L1 ED 315 738

Required Courses
Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Research
Demands for Research and Publication at the Small College.
10p. 1mf. L1 ED 316 153

Research and Development
Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Research and Development Centers
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Research Design
Adaptive Sampling Designs.
9p. 1mf. L1 ED 316 563

Research in Agricultural Education. Proceedings of the Eastern Region Agricultural Education Research Conference (43rd, Mystic, Connecticut, May 4-6, 1989). Volume 43.
96p. 1mf. L1 ED 315 505

Research Methodology
Analysis of Case Study Methods Used to Diagnose Mental Retardation.
18p. 1mf. L1 ED 315 994

Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Use of Natural Language in Counseling Psychology Research.
30p. 1mf. L1 ED 315 683

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Why Multivariate Statistics Are Critical: A Review with Examples.
14p. 1mf. L1 ED 316 579

Research Needs
Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883
Use of Natural Language in Counseling Psychology Research.
30p. 1mf. L1 ED 315 683

Research Problems
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344
How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517
Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034
Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
22p. 1mf. L1 ED 316 583

Research Projects
Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Research Replication
Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Research Reports
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262
Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Research Skills
Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025

Research Tools
Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480
Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467
Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

Research Utilization

Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Researchers

Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

Residential Programs

Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Resource Allocation

Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Resource Centers

Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Resource Materials

Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

Resource Room Programs
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Resource Units
Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Resources in Education
Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Responses
Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679

Responsibility
Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Retirement
Planning Your Retirement.
25p. 1mf. L2 ED 315 667

Retirement Benefits
Retirement Provisions Survey. 1985-86.
40p. 1mf. L1 ED 316 522

Retirement Planning
Planning Your Retirement.
25p. 1mf. L2 ED 315 667

Retraining
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

Retrenchment
Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Rhetoric
Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Rhetoric of the Temperance Movement: Ohio's Contribution.
16p. 1mf. L1 ED 315 807

Rhetorical Criticism
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823

Richardson Study
Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Role of Education
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Rural Areas
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358
Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564
Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Rural Development
Bypassing America's Outlands: Rural America and High Technology.
112p. 2mf. L1 ED 316 368
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Rural Economics
Bypassing America's Outlands: Rural America and High Technology.
112p. 2mf. L1 ED 316 368
Changing Rural America: The Context for School Participation in Community Development.
20p. 1mf. L1 ED 316 364
Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
163p. 2mf. L1 ED 316 362

Rural Education
Changing Rural America: The Context for School Participation in Community Development.
20p. 1mf. L1 ED 316 364
Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360
Preparing Rural Administrators: What Do They Need? What Do They

Want?
41p. 1mf. L1 ED 316 361

Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Rural Family

Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
163p. 2mf. L1 ED 316 362

Rural Libraries

Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Rural Schools

Becoming a Rural School Principal: A Seven-State Study.
24p. 1mf. L1 ED 316 378

Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Rural Urban Differences

Preparing Rural Administrators: What Do They Need? What Do They Want?
41p. 1mf. L1 ED 316 361

Rural Counseling Perspectives on Proposed Statewide Changes in Guidance and Counseling Programs.
27p. 1mf. L1 ED 316 372

Rural Youth

Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617

Russian Literature

Anton Chekhov: Yalta Years, 1899-1904.
8p. 1mf. L1 ED 315 816

Safety

Just in Case...Parental Guidelines in Case You Are Considering

Daycare.
8p. 1mf. L1 ED 316 335

Saginaw Public Schools MI
Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Saint Cloud State University MN
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Salaries
NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287

SLA Triennial Salary Survey, 1989.
76p. mf. L3 ED 316 248

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Salary Wage Differentials
Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

Sample Size
GUIL"t".
7p. 1mf. L1 ED 316 557

Sampling
Adaptive Sampling Designs.
9p. 1mf. L1 ED 316 563

San Diego State University CA
Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

San Diego Unified School District CA
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Santa Fe Public Schools NM
School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Saskatchewan
Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Satellites (Aerospace)
Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Scandinavia
Nordic Council and Immigrant Education Policy.
12p. 1mf. L1 ED 316 470

Scheduling
Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Schemata (Cognition)
Elaborated Resources: An Instructional Design Strategy for Hypermedia.
15p. 1mf. L1 ED 316 175

Scholarly Journals
Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
24p. 1mf. L1 ED 315 831

Community College Periodicals.
51p. 1mf. L1 ED 316 275

Scholarship Funds
Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Scholastic Aptitude Test
College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

School Activities
Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

School Administration
Student Perceptions of Their Preparation: A Focus on Departments of Educational Administration.
10p. 1mf. L1 ED 315 856

Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

School Age Day Care
Family Housing and Services.
33p. 1mf. L1 ED 316 148

School Attendance Legislation
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

School Based Management
School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

School-Site Management.
8p. 1mf. L2 ED 315 851

Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

School Buildings

Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

School Business Relationship

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

(Continued)

School Business Relationship *(Continued)*

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

School Choice

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

School Community Programs

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

School Community Relationship

Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

School Counseling

Changing World of Work.
46p. 1mf. L1 ED 315 691

Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Technological World.
43p. 1mf. L1 ED 315 690

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

School Counselors

Changing World of Work.
46p. 1mf. L1 ED 315 691

Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Technological World.
43p. 1mf. L1 ED 315 690

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

School Culture

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

School Demography

Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884

Hispanic Education in America: Separate and Unequal. ERIC/CUE

Digest No. 59.
4p. 1mf. L1 ED 316 616

Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
23p. 1mf. L1 ED 316 282

Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287

Who's Out There...And Why Not?
9p. 1mf. L1 ED 315 825

School Desegregation

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

School District Health

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

School Districts

Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

School Ef

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

School Effectiveness

Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547

Implementing a Data-Based School Effectiveness Improvement Model: Dilemmas and Lessons Learned.

31p. 1mf. L1 ED 315 863

Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585

Reform of School Administrator Preparation: The Kentucky Principal's Internship Model.
29p. 1mf. L1 ED 315 871

Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

School Funds

Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

School Holding Power

Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
113p. 2mf. L2 ED 316 611

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.
165p. 2mf. L2 ED 316 609

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
215p. 3mf. L1 ED 316 610

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612

Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614

Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840

Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

School Libraries

Librarians: The Key to a Comprehensive Reading Program.
21p. 1mf. L1 ED 315 743

School Newspapers

Challenging Gifted Elementary School Students through Computer-Based Newspaper Production.
11p. 1mf. L1 ED 315 999

School Organization

School-Site Management.
8p. 1mf. L2 ED 315 851

Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

School Personnel

NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287

School Policy

Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290

Study Hall Policy and Practice among Illinois Public High Schools.
23p. 1mf. L1 ED 315 881

School Readiness

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

School Responsibility

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Reading Connection.
28p. 1mf. L1 ED 315 744

16-19: The Right to Further Education. CSIE Factsheet.
5p. 1mf. L1 ED 316 008

School Restructuring

Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

School Safety

Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876

Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880

School Statistics

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Education in OECD Countries, 1986-87. A Compendium of Statistical Information.
132p. 2mf. L2 ED 316 495

Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
14p. 1mf. L1 ED 315 886

NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

School Surveys

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

School Taxes
Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Schools of Education
Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Science Achievement
Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

Science and Society
Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Science Careers
Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

Science Curriculum
High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Science Education
Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Science History
Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Science Indicators
Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Science Instruction
Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Science Materials
Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Science Teachers
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Science Tests
Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.

41p. 1mf. L1 ED 316 445

Scientific Concepts
High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Scientific Literacy
Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Scientific Principles
Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Scores
College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Screening Procedures
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Screening Tests
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Empirical Investigation of Job Applicants' Reactions to Taking a Pre-Employment Honesty Test.
24p. 1mf. L1 ED 315 679

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Protecting Job Applicants' Privacy Rights When Using Pre-Employment Honesty Tests.
22p. 1mf. L1 ED 315 680

Search Strategies
Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Second Language Instruction
"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Core French Program Review: Grades 3-8, Summary Report.
34p. 1mf. L1 ED 316 570

Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Second Language Learning

Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
9p. 1mf. L1 ED 316 021

Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Second Language Programs

Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Second Languages

Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510

Secondary School Curriculum

Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

Secondary School Mathematics

Algebra I. Report of Student Performance. End of Course Testing. Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Secondary School Science

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

High School Students' Concepts of Acids and Bases.
140p. 2mf. L1 ED 316 415

High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Secondary School Students

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Secondary School Teachers
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Secondary Schools
Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

Secrecy
New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Selection
Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

Selective Admission
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Selective Colleges
Business Week's Guide to the Best Business Schools. Ranking American's Top B-Schools In-Depth Profile of the Best 40 MBA Programs.
192p. mf. L3 ED 316 154

Self Concept
Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Self Control
Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Self Defeating Behavior
Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Self Efficacy
Communicative Imagery: A Qualitative Investigation of the Effectiveness of a Behavior Change Strategy on the Chronically Mentally Ill.
25p. 1mf. L1 ED 315 805

Self Esteem
Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

Self Evaluation (Groups)
Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

Self Expression
Creative Dramatics and the Elderly--Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging.
20p. 1mf. L1 ED 315 815

Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Semantic Features
Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Semantics
Construction of Knowledge, Contributions to Conceptual Semantics.
360p. mf. L3 ED 316 412

Television Reporting of the Bereaved: A General Semantics Approach.
28p. 1mf. L1 ED 315 809

Senate
Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

Sequential Approach
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Sequential Sampling Procedures
Adaptive Sampling Designs.
9p. 1mf. L1 ED 316 563

Services
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Distance Education--The Trend Setter.
15p. 1mf. L1 ED 316 178

Severe Disabilities

Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Sex Bias
Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Sex Differences
"I Trusted the Measurements More Than My Foot"--Said the Man.
23p. 1mf. L1 ED 316 204

Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

Is Artificial Intelligence Intelligent?
12p. 1mf. L1 ED 316 205

Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

Sex Discrimination
State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Sex Education
Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Sex Fairness
State and Gender Equity in U.S. Education.
51p. 1mf. L1 ED 315 850

Title IX: What Is It?
18p. 1mf. L1 ED 316 498

101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2 .
25p. 1mf. L1 ED 315 750

Sex Knowledge
Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Sex Role
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Sexual Abuse
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

Sexuality
Different Views of Love: Deductive and Inductive Inquiry and the Implications of Research Findings for Counseling.
16p. 1mf. L1 ED 315 713

Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Shared Library Resources
Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Shared Resources and Services
Shared Service Approach for Children with Behavioral Disorders.
12p. 1mf. L1 ED 315 976

Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Shelters
Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Shop Curriculum
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659

Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660

Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661

Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

Siblings

Helping as Coping by Siblings of the Disabled.
26p. 1mf. L1 ED 315 963

Sign Language

Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

Simulation

Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Single Sex Classes

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Sixteen Personality Factor Questionnaire

16PF Tradition in Contemporary Personality Assessment.
11p. 1mf. L1 ED 316 561

Skill Analysis

What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Skill Development

Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

What Research Tells the Golf Instructor about the Golf Swing and Putting.
17p. 1mf. L1 ED 316 513

Skilled Occupations

Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Slides
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Small Businesses
Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Small Classes
How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Small Colleges
Demands for Research and Publication at the Small College.
10p. 1mf. L1 ED 316 153

Small Group Communication
Groups in Action on Prime-Time TV.
44p. 1mf. L1 ED 315 806

Small Schools
Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Small Towns
Being Superintendent of a Small-Town District.
12p. 1mf. L1 ED 316 380

Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Small-Town School Boards: Arduous Challenges and Exemplary Practices.
27p. 1mf. L1 ED 316 379

Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
163p. 2mf. L1 ED 316 362

Smoking
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Social Change
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference

(Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Social Characteristics
Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452

Social Cognition
Biased Perceiver: Correlations of Nonverbal Message Valence and Intent.
35p. 1mf. L1 ED 315 828

Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

Social Development
Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Social Differences
Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

Social Environment
Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Social Influences
Educating for Democracy in the United States: The Postwar Years.
16p. 1mf. L2 ED 316 472

Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Social Life
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Social Marketing
Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Social Movements
Rhetoric of the Temperance Movement: Ohio's Contribution.
16p. 1mf. L1 ED 315 807

Social Problems
Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Social Responsibility
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Social Services

Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
457p. 5mf. L1 ED 316 590

Social Studies

Egypt: Beyond Pharaohs, Feluccas and Fellahin.
23p. 1mf. L1 ED 316 464

Elementary Economics: A Bibliography.
41p. 1mf. L1 ED 316 490

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

Notable 1988 Children's Trade Books in the Field of Social Studies.
10p. 1mf. L1 ED 316 479

Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Social Support Groups

Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
9p. 1mf. L1 ED 316 539

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Resource Guide To Assist Local Schools Support Beginning Administrators.
14p. 1mf. L1 ED 315 866

Social Validity

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Social Values
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Social Work
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Social Workers
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Socialization
Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

Sociocultural Patterns
Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

Socioeconomic Influences
Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

Socioeconomic Status
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

Sociolinguistics
Sociolinguistic Types of Language Change.
11p. 1mf. L1 ED 316 050

Sociology
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Software Development
Strengthening the Impact of International Cooperation.
10p. 1mf. L1 ED 316 191

Software Evaluation
Only the Best: Preschool-Grade 12. The Annual Guide to Highest-Rated Educational Software, 1990 Edition.
137p. mf. L3 ED 316 209

Only the Best: Preschool-Grade 12. The Cumulative Guide to Highest-Rated Educational Software, 1985-89.
314p. mf. L3 ED 316 210

Soldering
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662

Solomon Four Group Design
Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
13p. 1mf. L1 ED 316 556

Sonoma State University CA
Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

South Africa
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

South Carolina (Dorchester County)
Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

South Carolina Department of Education
Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

South Carolina State Library
Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

South Carolina State Library Annual Report, 1988-1989.
71p. 1mf. L1 ED 316 256

South Dakota
Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

South Korea
Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

Southwest Texas State University
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145

LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Space Sciences
Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Span of Control
Taylor, Graicunas, Worthy, Likert, and Thayer: Span of Control and Organizational Structure--Where They Fit on the "Leadership Continuum."
20p. 1mf. L1 ED 315 800

Spanish
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Computers in the Spanish Classroom.
221p. 3mf. L2 ED 316 030

Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Relative Importance of Bilingual Education in Maintaining the Minority Language.
17p. 1mf. L1 ED 316 039

Special Classes
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Special Education
Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613

Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

Interaction between Families of Culturally Diverse Handicapped Children and the School.
9p. 1mf. L1 ED 316 044

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Special Effects

Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

Special Health Problems
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

Special Libraries
SLA Triennial Salary Survey, 1989.
76p. mf. L3 ED 316 248

Special Needs Students
Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.
13p. 1mf. L1 ED 315 605

John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557

Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

Special Programs
Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Public Library Services to Older People in Pennsylvania: A Survey.
117p. 2mf. L1 ED 316 246

Specifications
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Speech Communication
Academic Freedom and Scholarly Journals in Speech Communication: An Editor's Perspective.
24p. 1mf. L1 ED 315 831

Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Basic Course in Speech Communication: An Historical Perspective.
30p. 1mf. L1 ED 315 837

Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Who's Out There...And Why Not?
9p. 1mf. L1 ED 315 825

Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Speech Communication Education
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Speech Curriculum
Speaking and Listening Skills Assessment: Where Do We Go from Here?
9p. 1mf. L1 ED 315 802

Speech Departments
Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Speech Habits
Sea of Talk.
115p. 2mf. L1 ED 315 773

Speech Handicaps
Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992

Speech Instruction
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials.
61p. 1mf. L1 ED 315 838

Speech Skills
Sea of Talk.
115p. 2mf. L1 ED 315 773

Speech Synthesizers
Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Spina Bifida
Correlates of Self Esteem in Adolescents with Spina Bifida.
182p. 2mf. L1 ED 315 923

Sport Psychology
Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Spreadsheets
Innovations in an Accounting Information Systems Course.
15p. 1mf. L1 ED 316 229

Staff Development
AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Application of Artificial Intelligence to Human Resource Development. A Case Study in the Development of a Rule-Based Expert System for Performance Analysis and Development Planning.
18p. 1mf. L1 ED 316 174

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

Staff Orientation
Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Staff Utilization
Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287

Standardized Tests
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575

Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Standards
American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579

Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Improving Learning Environment for Infant/Toddler and Preschool Children through Planning a Developmentally Oriented Playground.
99p. 2mf. L1 ED 316 323

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

Stanford Adaptive Math Screening Test
Computerized Adaptive Mathematics Screening Test: A Pilot Study.
9p. 1mf. L1 ED 316 554

Stanford Binet Intelligence Scale
Intelligence Measures in a Preschool Sample: S-B:FE and K-ABC

Relationships.
22p. 1mf. L1 ED 316 574

Star Wars (Film)
Myth and Magic of "Star Wars": A Jungian Interpretation.
13p. 1mf. L1 ED 315 833

State Action
America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

State Aid
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

State Boards of Education
Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023

State Church Separation
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

State Councils on Vocational Education
Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618

State Curriculum Guides
Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

State Departments of Education
Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

State Federal Aid
Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

State Government
Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

State Legislation

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998

Early Childhood Education Handbook 1987.
137p. 2mf. L1 ED 316 339

Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238

State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

State Libraries
Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

State Programs
Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

Chapter One in Ohio: Education Consolidation and Improvement Act. 23rd Annual Evaluation Report, Fiscal 1988.
25p. 1mf. L1 ED 316 308

Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Improving Maternal and Child Health: A Legislator's Guide.
51p. 1mf. L1 ED 316 350

Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

(Continued)

State Programs *(Continued)*
Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618
Refining a Performance Accountability System in California: A Case Study of a Constitutional Initiative.
14p. 1mf. L1 ED 316 585
State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536
State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329
Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and State Programs.
457p. 5mf. L1 ED 316 590
Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

State School District Relationship
Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903
State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537
State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978
Study of the Costs of Special Education and Oklahoma's Weighted Per Pupil Reimbursement: Recommendations for Increased Weights.
45p. 1mf. L1 ED 315 979

State Standards
Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27, 1987 and March 1, 1989.

16p. 1mf. L1 ED 315 998

Behaviour Disorders in Canada's Schools: A Second Look.
49p. 1mf. L1 ED 315 942

Instructional Materials and Framework Adoption: Policies and Procedures.
58p. 1mf. L1 ED 316 520

North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

- *State Surveys*
Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795

State Univ of New York Inst of Tech Utica R
Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

State Univ of NY Inst of Technology Utica R
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

State University of New York
Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.
639p. 7mf. L1 ED 316 083

Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
537p. 6mf. L1 ED 316 084

Trends in Geographic Origins of Students. Full Time, 1959-1988. First-Time Full-Time, 1982-1988. Volume III. Report Number 2-89.
606p. 7mf. L1 ED 316 085

State University of New York Coll at Fredon
Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094

College Internship Program.
25p. 1mf. L1 ED 316 090

State University of New York Stony Brook
State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

Statewide Plan
Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023

Statewide Planning
Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

Statistical Analysis
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Statistical Data
Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Statistical Significance
Another Look at the Power of Meta-Analysis in the Solomon Four-Group Design.
13p. 1mf. L1 ED 316 556

Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

Steinbeck (John)
Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Stepwise Regression
Three Reasons Why Stepwise Regression Methods Should Not Be Used by Researchers.
22p. 1mf. L1 ED 316 583

Stewart B McKinney Homeless Assistance Act
Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Strategic Planning
New Directions for a New Decade. A Report to the Cooperative Extension System.
17p. 1mf. L1 ED 315 590

Stress Management
Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

Stress Variables
Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

Structural Analysis (Linguistics)
Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Structural Linguistics
Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

Structural Unemployment
Factors Affecting Participation of Displaced Workers in Retraining: A Literature Review.
52p. 1mf. L1 ED 315 649

Student Attitudes
Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612

Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
215p. 3mf. L1 ED 316 610

College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

Course Placement Study.
72p. 1mf. L1 ED 316 288

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360

Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

Improved Teaching Excellence by Using Tutored Video Instruction: An Australian Case Study.
14p. 1mf. L1 ED 316 222

Interaction Preferences of Nonhandicapped Children.
20p. 1mf. L1 ED 316 328

Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Student Attrition

College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416

Student Behavior

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883

Middle School Handbook.
70p. 1mf. L2 ED 315 877

National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885

Selected Behavioral Characteristics of Misbehaved Third Grade Students in the Republic of Panama.
18p. 1mf. L2 ED 316 334

Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Student Characteristics

Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Alabama Adolescent Health Survey: Health Knowledge and Behaviors of Grade 8 and 10 Students. Summary Report.
27p. 1mf. L1 ED 316 537

Changes in the Composition of the Health Professions Applicant Pool: 1977-1987.
32p. 1mf. L1 ED 316 166

Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Comparisons of Young Children's Private Speech Profiles: Analogical Versus Nonanalogical Reasoners.
30p. 1mf. L1 ED 316 349

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S.

Senate.
86p. 1mf. L1 ED 316 341

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.
537p. 6mf. L1 ED 316 084

Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.
639p. 7mf. L1 ED 316 083

Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
84p. 1mf. L1 ED 316 280

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Problems in the Study of Second Language Learners.
14p. 1mf. L1 ED 316 034

PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
23p. 1mf. L1 ED 316 282

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.
58p. 1mf. L1 ED 316 081

Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Trends in Geographic Origins of Students. Full Time, 1959-1988. First-Time Full-Time, 1982-1988. Volume III. Report Number 2-89.
606p. 7mf. L1 ED 316 085

Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Student College Relationship
Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173

Student Costs
Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Student Development
New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Some Propositions about Teaching and Learning.
16p. 1mf. L1 ED 316 071

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Student Educational Objectives
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Student Employment
Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Student Evaluation
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665

Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987.
47p. 1mf. L1 ED 315 971

Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Career/Vocational Training and Employment Resource Guide for

Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794

Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Who's Learning To Read and How Do We Know?
10p. 1mf. L1 ED 315 561

Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980. (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.
106p. 2mf. L1 ED 316 226

Student Evaluation of Teacher Performance

Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Student Experience

Academic Internship Program: Intern's Handbook.
35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.
33p. 1mf. L1 ED 315 869

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.
58p. 1mf. L1 ED 316 081

Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Student Financial Aid
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Dislocated Workers and Displaced Homemakers. ACT Student Financial Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Student Improvement
School Improvement Network: 1989 Directory 2nd Edition
168p. 2mf. L1 ED 315 900

Student Discipline Strategies: A Discipline Framework for Improved Student Behavior.
10p. 1mf. L1 ED 315 907

Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

Student Loan Programs
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Student Motivation
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Student Needs
Approaching the Needs of Adult Illiterate ESL Students.
35p. 1mf. L1 ED 316 061

Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Student Participation
Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Student Personnel Services
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

Student Placement
Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

College Internship Program.
25p. 1mf. L1 ED 316 090

Course Placement Study.
72p. 1mf. L1 ED 316 288

New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.
43p. 1mf. L1 ED 316 015

Student Projects
Elementary School Health Fair Planning Guide. 2nd Edition.
105p. mf. L3 ED 316 512

Student Records
Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Student Recruitment
Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Off Campus Career Assessment in Recruiting the Non-Traditional

Student.
10p. 1mf. L1 ED 316 129

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Student Responsibility
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885

Student Rights
Disciplining Handicapped Students: Legal Considerations.
26p. 1mf. L1 ED 315 974

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

Student School Relationship
Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885

Student Teacher Evaluation
Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503

Student Teacher Supervisors
Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503

Student Teachers
Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Mentoring and Networking Techniques Used in Montana State University's Teacher Preparation Program.
9p. 1mf. L1 ED 316 539

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

Student Teaching
Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094
Networking Practitioners To Impact Teacher Education.
10p. 1mf. L1 ED 316 500
Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Study Abroad
Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
238p. 3mf. L2 ED 316 161

Study Centers
Study Hall Policy and Practice among Illinois Public High Schools.
23p. 1mf. L1 ED 315 881

Study Skills
Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Subject Index Terms
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

Substance Abuse
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Suicide
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708
Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Summative Evaluation
Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Summer Programs
Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617
Graduate Language Institute in French/Spanish.

11p. 1mf. L1 ED 316 124

Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.

58p. 1mf. L1 ED 316 091

Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.

238p. 3mf. L2 ED 316 161

Summer Schools

Nine Steps to a Successful Summer School.

5p. 1mf. L1 ED 315 917

Superintendent of Documents Classification

Using INNOVACQ To Process G.P.O. Titles.

49p. 1mf. L1 ED 316 195

Superintendents

Being Superintendent of a Small-Town District.

12p. 1mf. L1 ED 316 380

Supervised Occupational Experience (Agricul

Student Owned Enterprises/Entrepreneurship.

16p. 1mf. L1 ED 315 564

Supervision

Role of the Clinical Supervisor in Empowering Students To Work Effectively in Child Maltreatment.

6p. 1mf. L1 ED 315 714

Supervisory Training

Clinical Field Supervisor Program.

9p. 1mf. L1 ED 316 094

Supplementary Instruction

Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.

9p. 1mf. L1 ED 316 213

Supported Employment

Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.

153p. 2mf. L1 ED 316 012

Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.

110p. 2mf. L1 ED 316 011

Business Practices and Resources. Job Match: Together for Good Business.

121p. 2mf. L1 ED 316 014

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.

23p. 1mf. L1 ED 316 013

Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.

78p. 1mf. L2 ED 315 993

(Continued)

Supported Employment *(Continued)*
Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985
Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Supreme Court
Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

Surveys
Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Suspension
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Sustained Silent Reading
Study of the Effects of Sustained Silent Reading and Oral Reading on Reading Attitudes and Interests.
40p. 1mf. L1 ED 315 723

Sweden
Environmental Education in Sparsely Populated Areas: Conflicting Attitudes in Student's Conception of Environmental Issues.
14p. 1mf. L1 ED 316 360

Symbolic Language
Kenneth Burke's "Missing" Ethic.
14p. 1mf. L1 ED 315 803

Synagogue Libraries
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252
Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254
Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253
Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

Systems Approach
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS

Digest.
3p. 1mf. L1 ED 315 705

T Test
GUIL"t".
7p. 1mf. L1 ED 316 557

Taba (Hilda) Teaching Strategies
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Taiwan
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Talent
Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Task Analysis
Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Tax Allocation
Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Tax Credits
Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.
55p. 1mf. L2 ED 316 312

Teacher Administrator Relationship
Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass

Education Series.
353p. mf. L3 ED 315 890

Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Education Reform through Shared Leadership: Define, Design, and Develop Rather than Decree.
30p. 1mf. L1 ED 316 505

Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Norm Setting by Principals in Effective Schools; Implications for School Restructuring.
28p. 1mf. L1 ED 315 892

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Teacher Attitudes toward Evaluation.
8p. 1mf. L1 ED 315 849

Teacher Advisor Program

Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Teacher Attitudes

"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

Code-Switching, Intuitive Knowledge, and the Bilingual Classroom.
12p. 1mf. L1 ED 316 036

Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Course Placement Study.
72p. 1mf. L1 ED 316 288

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
22p. 1mf. L1 ED 316 276

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

Perceptions of Participatory Decision Making by "Key Players" in a Collaborative School/University Staff Development Program.
15p. 1mf. L1 ED 316 511

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Relationship between Community College Presidents' Leadership Styles and Faculty Job Satisfaction.
31p. 1mf. L1 ED 316 295

Survey of Bilingual Education Special Education Inservice Needs: Perceptions of Educators from a Rural State.
9p. 1mf. L1 ED 316 043

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Teacher Attitudes toward Evaluation.
8p. 1mf. L1 ED 315 849

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Teachers' Assessment of Preschool and Primary Giftedness.
22p. 1mf. L1 ED 315 945

Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754

What Happens after ACOT: Outcomes for Program Graduates One-Year Later.
92p. 1mf. L1 ED 316 196

Teacher Behavior

"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Teacher Centers
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Teacher Certification
Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Designing Oregon's Certification Program for Japanese: The University, School Districts, and Community Working Together.
10p. 1mf. L1 ED 316 510

Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Teacher Characteristics
Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Human Resources Development Approach to Part-Time Faculty in the Community College.
151p. 2mf. L1 ED 316 279

Middle School Handbook.
70p. 1mf. L2 ED 315 877

Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Teacher Developed Materials
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631

Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792

Teacher Dismissal
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Teacher Education
Bell at IATEFL 2. Academic Reports, Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

Major Guidelines To Be Followed in Developing a Successful Bilingual/Multicultural Teacher Education Program.
11p. 1mf. L1 ED 316 035

Preferred Modes of Inquiry among Prospective Social Studies Teachers: The Implications for Preparing Reflective Practitioners.
19p. 1mf. L2 ED 316 461

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549

Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Teacher Education Curriculum
Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

Teacher Education Programs
Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
22p. 1mf. L1 ED 316 514

Developing Successful Partnerships through Collaboration: Implementing a Premier Teacher Education Program.
26p. 1mf. L1 ED 316 504

Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540

Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549

Teacher Educator Education
Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Teacher Educators
Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Teacher Effectiveness
Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Teacher Empowerment
Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

Teacher Evaluation
Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Teacher Attitudes toward Evaluation.
8p. 1mf. L1 ED 315 849

Teacher Exchange Programs
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Teacher Expectations of Students
Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

Teacher Guidance
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Teacher Improvement
Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
171p. 2mf. L1 ED 316 070

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Personnel Development Program for Non-Degreed Post Secondary Vocational Instructors.
10p. 1mf. L1 ED 315 575

Teacher Motivation
Beyond Cruise Control: The Promise of Professional Development.
16p. 1mf. L1 ED 316 509

Teacher Needs
Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Teacher Orientation
Helpful Elements in the Mentoring of First Year Teachers. A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1988-1989.
32p. 1mf. L1 ED 316 501

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Teacher Participation
Democratic Participation in Small-Town Schools.
13p. 1mf. L1 ED 316 373

Teacher Persistence
Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Teacher Placement
Teacher Attitudes toward Evaluation.
8p. 1mf. L1 ED 315 849

Teacher Recruitment
Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Teacher Researchers
Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Teacher Response
Is Peer Coaching Changing Supervisory Relationships?
18p. 1mf. L1 ED 315 854

Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

Remembering Our Students.
15p. 1mf. L1 ED 315 783

Teacher Responsibility
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Role of Faculty in the Governance of College Athletics. A Report of the Special Committee on Athletics.
7p. 1mf. L1 ED 316 155

Teacher Retirement
Retirement Provisions Survey. 1985-86.
40p. 1mf. L1 ED 316 522

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Teacher Rights
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Teacher Role
Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

College Internship Program.
25p. 1mf. L1 ED 316 090

College Students' Views of Reading.
15p. 1mf. L1 ED 315 730

Communication in New Faculty Socialization: An Extension of Teacher Communication Concern.
23p. 1mf. L1 ED 315 835

Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789

Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Teacher Salaries

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Teacher Selection

Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290

Teacher Shortage

Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Teacher Student Ratio

How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Teacher Student Relationship

Adolescents' Attitudes toward School and Teachers: From 1963 to 1989.
12p. 1mf. L1 ED 316 381

Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Counselors and Teachers as Student Advisors. Highlights: An

ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Implementing Anchored Instruction: Guiding Principles for Curriculum Development.
18p. 1mf. L1 ED 315 736

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Remembering Our Students.
15p. 1mf. L1 ED 315 783

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Teacher Supervision

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Teacher Supply and Demand

Avoiding the Teacher Shortage: A Mission Possible.
9p. 1mf. L1 ED 316 502

Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Majority and Minority Women in Communication Departments: Expectation, Experience, and Exploitation.
17p. 1mf. L1 ED 315 798

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Teachers

Education in Papua New Guinea: Books, Government Documents, Research Reports, Chapters of Essays and Journal Articles.
155p. 2mf. L1 ED 316 480

Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Teaching (Occupation)

National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
171p. 2mf. L1 ED 316 070

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Teaching Assistants

Assuring Quality and Standard Evaluation in the Basic Course: Training and Supervising Graduate Students.
11p. 1mf. L1 ED 315 801

H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Teaching Conditions

Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524

Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

Teaching Guides

Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Teaching Methods

Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Effects of a Brief Intervention Program To Promote Prosocial Behaviors in Young Children.
15p. 1mf. L1 ED 316 324

Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
22p. 1mf. L1 ED 316 276

Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

Improving the Language of Day Care Teachers Through On-Site Support.
141p. 2mf. L1 ED 316 322

In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507

Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540

Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

Using Clay To Help Children Develop Cognitive and Affective Skills for Learning.
8p. 1mf. L1 ED 316 326

Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Zur Strukturierung von akustischem Lehrmaterial auf Tonkassetten (On Structuring Audiotapes for Teaching). ZIFF Papiere 21.
29p. 1mf. L1 ED 316 225

Teaching Skills
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Teaching Styles
Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518

Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

Merleau-Ponty's Philosophy: Implications for a New Style of Teaching: Focus on Intersubjectivity.
19p. 1mf. L1 ED 316 508

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

Team Sports
Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Team Teaching
Guide to School Change.
105p. 2mf. L1 ED 315 891

Teamwork
Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Team Building: Connecting Substance to Educational Leadership.
14p. 1mf. L1 ED 315 862

Technical Assistance
Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Technical Education
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Microcomputer Use in Technical Education.
8p. 1mf. L1 ED 315 562

Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Technological Advancement
Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617

Bypassing America's Outlands: Rural America and High Technology.
112p. 2mf. L1 ED 316 368

Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Technology
Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.

47p. 1mf. L2 ED 316 430

Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

Technological World.
43p. 1mf. L1 ED 315 690

Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Technology Transfer

Computers in the Classroom: A Status Report.
17p. 1mf. L1 ED 316 216

Educational Computing in Schools.
19p. 1mf. L1 ED 316 176

Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Keeping Up-to-Date through an Agricultural Science and Technology Periodical.
8p. 1mf. L1 ED 315 652

Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Telecommunications

Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

Teleconferencing

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
206p. 3mf. L1 ED 315 551

Telecourses

Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
206p. 3mf. L1 ED 315 551

Telephone Communications Industry

Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

Telephone Conversation

Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Telephone Instruction

Telephone-Tutoring in Distance Education.
9p. 1mf. L1 ED 316 194

Television

Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47

76p. 1mf. L1 ED 316 002

Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
34p. 1mf. L1 ED 316 179

Television Viewing
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347

Tennessee
Impact of High School Foreign language Study on Academic Success in College: A 1989 Research Update.
9p. 1mf. L1 ED 316 021

Principal Selection in a Time of Change.
18p. 1mf. L1 ED 315 855

Tenure
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Terrorism
Contributions of Speech Communication Scholarship to the Study of Terrorism: Review and Preview.
41p. 1mf. L1 ED 315 818

Test Batteries
Longitudinal Study Using a Standardized Test Battery as Predictors of Student Outcomes in a Rural County School System.
27p. 1mf. L1 ED 316 582

Test Bias
Assessing Limited English Proficient Students for Special Education.
14p. 1mf. L1 ED 316 045

Test Coaching
Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Test Construction
Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Instrument for Curriculum Evaluation.
18p. 1mf. L1 ED 316 558

Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Test Items
Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

Test Reliability
Anatomical Doll Play among Young Children: A Follow-Up of Sexual Demonstrators and Doll Avoiders.
15p. 1mf. L1 ED 316 336

Test Results
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Test Theory
Theoretical and Empirical Comparisons of Holistic and Analytic Scoring of Written and Spoken Discourse.
27p. 1mf. L1 ED 315 799

Test Use
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

16PF Tradition in Contemporary Personality Assessment.
11p. 1mf. L1 ED 316 561

Test Validity
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Test Wiseness
Improving Reading and Test Taking Performance of Minority and Majority Students.
13p. 1mf. L1 ED 315 733

Testing Problems
Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614

Testing Programs
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Implementing and Assessing a Large Scale School Improvement Project.
31p. 1mf. L1 ED 316 565

Tests of Adult Basic Education
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Texas
State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

Texas (West)
Study of the Training Needs in Preservice and Inservice Bilingual Education.
12p. 1mf. L1 ED 316 038

Texas Computer Education Association
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Texas Woman's University
Family Housing and Services.
33p. 1mf. L1 ED 316 148

Text Structure
Computer Assisted Instruction: Effectiveness and Text.
7p. 1mf. L1 ED 316 187

Correcting Misconceptions: Effects of Type of Text.
17p. 1mf. L1 ED 315 749

Textbook Content
Compendium of Textbook Views on Planned versus Post Hoc Tests.
30p. 1mf. L1 ED 316 584

Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

Textbook Evaluation
Content Assessment of Selected College Health Textbooks.
24p. 1mf. L1 ED 316 559

Instructional Materials and Framework Adoption: Policies and Procedures.
58p. 1mf. L1 ED 316 520

Instrument for Textbook Assessment.
12p. 1mf. L1 ED 316 560

Textbook Selection
Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

Textbook Standards
Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

Thailand
Dictionaries Can Help Writing--If Students Know How To Use Them.
15p. 1mf. L1 ED 316 025

Theory Practice Relationship
Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Associate Teacher Handbook.
21p. 1mf. L1 ED 316 518
Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789
Integrated Language Perspective in the Elementary School: Theory Into Action.
344p. mf. L3 ED 315 775
Professional Development: Preservice to Inservice.
24p. 1mf. L1 ED 316 507
Reverse Practicum: Children as Teachers in the College Classroom.
13p. 1mf. L1 ED 316 540
Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Therapy
Client Judgement of Therapist Characteristics: A Factor in Treatment Outcome.
18p. 1mf. L1 ED 315 712

Thinking Skills
Effects of a Reader Response Approach on Students' Ways of Thinking about Text.
14p. 1mf. L1 ED 315 742
Humor and Critical Thinking: An Application of the Visual in Analysis, Synthesis, Evaluation.
21p. 1mf. L1 ED 315 810
Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
15p. 1mf. L1 ED 315 737
Using Higher Level Questioning as a Method To Improve Evaluation of Language Skills.
14p. 1mf. L1 ED 315 772

Three Dimensional Aids
Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
34p. 1mf. L1 ED 316 179

Time
Sense of Time: Its Relationship to Achievement.
14p. 1mf. L1 ED 316 319

Time Blocks
Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Time Factors (Learning)
Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Time on Task
Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Title IX Education Amendments 1972
Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Total Communication
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Total Physical Response
Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Towson State University MD
Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Trade and Industrial Education
Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Machine-Tool Technology Instructor's Sourcebook.
143p. 2mf. L1 ED 315 633

Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Trade Books
Notable 1988 Children's Trade Books in the Field of Social Studies.
10p. 1mf. L1 ED 316 479

101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2
25p. 1mf. L1 ED 315 750

Trainers
Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Training
Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Training Effectiveness
Why Johnny (and Joanny) CAN Teach Speech Communication: A Comparison of Graduate Teaching Assistant (GTA) Training in Speech and Nonspeech Departments in the United States.
46p. 1mf. L1 ED 315 836

Training Methods
Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014

Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Teacher Induction Programs: A Report.
36p. 1mf. L1 ED 316 525

Transfer of Training
Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Thinking-Aloud: An Examination of Its Transfer To Other Learning Situations.
15p. 1mf. L1 ED 315 737

Transfer Policy
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

Technology Education Partnerships: Arkansas Articulation.
14p. 1mf. L1 ED 315 574

Transfer Programs
College-to-University Transfer: Status and Issues in Alberta.
22p. 1mf. L1 ED 316 304

Transitional Programs
Career Education for Transition: Critical Issues.

125p. 2mf. L1 ED 315 957
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964
John Wood Community College Special Needs Transition Initiative 1988-1990.
22p. 1mf. L1 ED 315 557
National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552
RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
24p. 1mf. L1 ED 315 955
Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984
Transition Planning. Revised.
43p. 1mf. L2 ED 315 932
Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569
Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

Transportation
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358

Tuition
NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

Tutor
Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Tutorial Programs
Evaluation of an Alternative Solution for the Assessment and Retention of High-Risk College Students.
40p. 1mf. L1 ED 316 302
H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108
Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Tutoring
Literacy Education Action.
8p. 1mf. L1 ED 316 058

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Pedagogical Strategies for Human and Computer Tutoring.
34p. 1mf. L1 ED 316 185

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Tutors
Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Twentieth Century Literature
Anton Chekhov: Yalta Years, 1899-1904.
8p. 1mf. L1 ED 315 816

Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770

Two Year College Students
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
23p. 1mf. L1 ED 316 282

Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

Undergraduate Students
Instructor-Supplied Notes and Higher-Order Thinking.
10p. 1mf. L1 ED 316 572

Undergraduate Study
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Importance of Internship Experiences to Undergraduate Communication Students.
25p. 1mf. L1 ED 315 826

Unemployment
About Our Jobs.
31p. 1mf. L1 ED 315 552

Unemployment Insurance
Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

UNESCO
Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

Unions
Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592

United Negro College Fund
1989 Statistical Report.
85p. 1mf. L1 ED 316 156

United States
Comparison of Bilingual Education Policies and Practices in Peru and the United States.
18p. 1mf. L1 ED 316 042

Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

United States (South)
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

United States History
Geography in American History for High School Students of American History. Final Design Report.
44p. 1mf. L1 ED 316 493

Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

How We Live: Then and Now.
43p. 1mf. L1 ED 316 481

Notable 1988 Children's Trade Books in the Field of Social

Studies.
10p. 1mf. L1 ED 316 479

Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

United States Literature
Fictional Narrative as Resistant Argument in Early Twentieth-Century Feminist Writing.
13p. 1mf. L1 ED 315 771

Katherine Anne Porter on Her Contemporaries.
11p. 1mf. L1 ED 315 770

University of Alberta (Canada)
Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.
58p. 1mf. L1 ED 316 081

University of Lowell MA
Beginning Teachers Speak Out: A Study of Professional Concerns in the First Three Years of Teaching.
31p. 1mf. L1 ED 316 555

University of Maryland College Park
Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
70p. 1mf. L1 ED 316 157

Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

University of Missouri Saint Louis
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

University of North Carolina Asheville
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

University of North Carolina Chapel Hill
Health Promotion Program.
11p. 1mf. L1 ED 316 133

University of North Carolina Charlotte
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

University of North Carolina Greensboro
Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

University of North Texas
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

University of Northern Colorado
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

University of Tennessee Chattanooga
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
62p. 1mf. L1 ED 316 192

University of West Florida
It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

University of Wisconsins Stout
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

University Urban Schools National Task Forc
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Unskilled Workers
About Our Jobs.
31p. 1mf. L1 ED 315 552

Unwed Mothers
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704

Urban Education
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Urban Environment
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

Urban Planning
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

Urban Problems
Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Urban Programs
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

Urban Schools
Colleges, Universities and the Urban School District: A Collaboration Dilemma!
16p. 1mf. L1 ED 316 630

Municipal Overburden: Its Influence on Education Expenditures in Cities.
34p. 1mf. L1 ED 316 594

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Sequencing Skill Training for Peer Counseling in Inner-City High Schools.
19p. 1mf. L1 ED 316 625

Urban Youth
Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Urn Models
Adaptive Sampling Designs.
9p. 1mf. L1 ED 316 563

Use Studies
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
62p. 1mf. L1 ED 316 192

Use of Government Publications in North Carolina Public High School Libraries.
49p. 1mf. L1 ED 316 263

User Characteristics
Current Status of the Test User Qualification Process.
14p. 1mf. L1 ED 316 553

User Needs (Information)
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

User Satisfaction (Information)
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Users (Information)
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

USSR
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Four Goals of School Reform in the Soviet Union, 1984-1989: A Bumpy Journey for "Perestroika".
44p. 1mf. L1 ED 315 842

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Vacation Programs
Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
238p. 3mf. L2 ED 316 161

Validated Programs
Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Values
Cultural Values of Ten Hispanic Women in Eastern New Mexico.

47p. 1mf. L1 ED 316 363

Values Education
Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Verbal Communication
Telephone Openings: Analyzing "Stranger" Calls and "Acquaintance" Calls.
26p. 1mf. L1 ED 315 821

Vermont
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Veterans
Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Veterans Education
Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Victims of Crime
Issues Affecting Crime Victims: Background, Current Status, and Implications for Older Persons.
59p. 1mf. L2 ED 315 673

Video Display Terminals
Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

Videodisks
Videodisc: A Multi-Purpose Instructional Tool.
4p. 1mf. L1 ED 316 214

Videotape Recordings
Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Improved Teaching Excellence by Using Tutored Video Instruction: An Australian Case Study.
14p. 1mf. L1 ED 316 222

Video in the Evaluation Process.
16p. 1mf. L1 ED 316 022

Video Storytime vs. Reading Storytime.
16p. 1mf. L1 ED 316 215

Vietnam Veterans
Second Generation Effect of Vietnam: Adolescent Children of Combat Veterans.
13p. 1mf. L1 ED 315 720

Violence
Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613

Motivational Behavioral Approach to Violence in School.
14p. 1mf. L1 ED 315 983

Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Virginia
PVCC New Student Profile, Fall Semester 1989. Research Report Number 2-90.
23p. 1mf. L1 ED 316 282

Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Virginia Community Colleges Association
Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296

Visual Arts
Louisiana Slide Library; A Humanities Program. Bulletin 1755.
173p. 2mf. L1 ED 316 451

Visual Impairments
Age Learning Factors Affecting Pilot Education.
16p. 1mf. L1 ED 315 615

Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Visual Learning
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Visual Perception
Three Dimensional Video: Perceptual and Aesthetic Drawbacks.
34p. 1mf. L1 ED 316 179

Visualization
Use of Visualizing in Comprehending Difficult Abstract Prose.
17p. 1mf. L1 ED 315 738

Vocabulary
Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Vocabulary Development
Improving Elementary LD Students' Recall of Social Studies and Science Vocabulary Using Mnemonic Instruction.
77p. 1mf. L1 ED 315 962

Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students. Final Report.
171p. 2mf. L1 ED 315 732

Vocational Education
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Arizona's Capstone for a Competitive Edge--1989. Executive Summary.
5p. 1mf. L1 ED 315 617

Can Vocational Education Make a Difference for the Mildly Handicapped?
32p. 1mf. L1 ED 315 613

Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. ED 315 532

Exemplary Secondary Vocational Education: An Exploratory Study of

Seven Programs.
235p. 3mf. L1 ED 315 547

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618

Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Presentation to the American Vocational Education Research Association and the University Council on Vocational Education. Revised.
21p. 1mf. L1 ED 315 603

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.

9p. 1mf. L1 ED 315 576

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Student Owned Enterprises/Entrepreneurship.
16p. 1mf. L1 ED 315 564

Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003

Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Vocational-Technical Education at the Crossroads.
9p. 1mf. L1 ED 315 571

Ways in Which Vocational Education and Training Institutions Can Establish Effective Linkages with Employers.
14p. 1mf. L1 ED 315 610

Vocational Education Teachers

Enabling Behaviors Exhibited by Selected Virginia Postsecondary Vocational Technical Instructors.
5p. 1mf. L1 ED 315 609

Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Vocational Evaluation
Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Vocational High Schools
Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Vocational Interests
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Vocational Rehabilitation
Evaluation of Rehabilitational Services in Nigeria.
16p. 1mf. L1 ED 315 512

Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

Vocational Schools
Evaluation of the Influences of the New Curriculum Implementation in the Vocational Technical Schools' Mechanical Group on Their Students' Learning Effects in Taiwan, Republic of China.
13p. 1mf. L1 ED 315 602

Vocational Technical Education Consortium S
Developing a Competency-Based Test Item Bank.
7p. 1mf. L1 ED 315 616

Voluntary Agencies
Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Who Is Learning To Read.
9p. 1mf. L1 ED 315 558

Volunteer Training
Literacy Education Action.
8p. 1mf. L1 ED 316 058

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Volunteers
Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Voting
Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Wages
Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Walt Disney World
Partnership with Industry: Film Production Technology.
9p. 1mf. L1 ED 315 572

War
Kenneth Burke's "Missing" Ethic.
14p. 1mf. L1 ED 315 803

Warren Wilson College
Environmental Literacy in Undergraduate Higher Education: Three Arenas for Involvement.
8p. 1mf. L1 ED 316 414

Washington
Legal Cases Related to Faculty Tenure in Washington State Colleges and Universities.
69p. 1mf. L1 ED 316 298

Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

Wayne State College NE
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Welding
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657

Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Welfare Recipients
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603

Welfare Services
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

West Germany
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Western Civilization
Elementary Global Education in Practice.
13p. 1mf. L1 ED 316 020

Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

Western Michigan University
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

White (Theodore H)
Narrative and Social Actions: "The Making of the President 1960."
32p. 1mf. L1 ED 315 823

Whole Language Approach
Now Johnny CAN Learn To Read.
78p. mf. L3 ED 315 752

Whole Language in Perspective: A Teacher's Continuum.
11p. 1mf. L1 ED 315 725

Whole Language: Looking for Balance among Dichotomies.
20p. 1mf. L1 ED 315 746

Wisconsin
State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Withdrawal (Education)
106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857

187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Withdrawal (Psychology)
Adult Criminal Activity among Adolescents Who Were Aggressive and Withdrawn.
17p. 1mf. L1 ED 315 715

Womens Athletics
Nutritional Strategies for Women Participating in Competitive/Recreational Sports.
28p. 1mf. L1 ED 316 531

Womens Education
American Indian Women in Higher Education.
15p. 1mf. L1 ED 316 366

Chicana Doctoral Students: Another Look at Educational Equity.
11p. 1mf. L1 ED 316 041

Current Issues and Tensions in Popular Education in Latin America.
25p. 1mf. L1 ED 315 860

Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Womens Studies
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Woodworking
Agricultural Construction Volume II, Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658

Word Processing
Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
9p. 1mf. L1 ED 315 782

Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

Word Recognition
Developmental Study of the Processing of Orthographic Information in Children with Varying Reading Ability.
22p. 1mf. L1 ED 315 747

Distinctive Features of Letters.
39p. 1mf. L1 ED 315 721

Work Attitudes
Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Work Environment
Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

Work Experience
Performance Appraisal Development in a Volunteer Program.
21p. 1mf. L1 ED 315 829

Work Experience Programs
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Marketing Cooperative Education, The Role of the Regional Co-op Training Center in Assisting Colleges and Universities. Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

Vocational Education Work Programs: Providing Ample Time for Quality Work Experiences in Response to the Virginia General Assembly House Joint Resolution No. 359.
29p. 1mf. L1 ED 315 601

Work Study Programs
Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Workers Colleges (China)
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

Workplace Literacy
Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Performing Task and Concept Analysis for Developing Instruction for Adult Learners.
4p. 1mf. L1 ED 315 550

Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Workplace Basics: The Skills Employers Want... Can We Change the Way We Operate?
57p. 1mf. L1 ED 315 606

Worksheets
Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

World Geography
Global Geography. A Teacher's Guide.
64p. 1mf. L1 ED 316 491

World History
Notable 1988 Children's Trade Books in the Field of Social Studies.
10p. 1mf. L1 ED 316 479

Wright State University OH
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

Writing (Composition)
Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Is There an Audience in the Advanced EAP Composition Class?
35p. 1mf. L1 ED 316 028

Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography.
9p. 1mf. L1 ED 315 782

Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271

Writing Achievement
Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Writing Across the Curriculum
Evaluating Writing across the Curriculum: Struggles and Insights.
26p. 1mf. L1 ED 316 562

Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Writing Attitudes
Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Writing Development
Remembering Our Students.
15p. 1mf. L1 ED 315 783

Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Writing Difficulties
Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271

Writing Evaluation
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

General Studies Advancement Examinations in Writing and Mathematics.

12p. 1mf. L1 ED 316 145

Investigation of the Effects of Newspaper-Based Instruction on Reading Vocabulary, Reading Comprehension, and Writing Performance of At-Risk Middle and Secondary School Students, Final Report.
171p. 2mf. L1 ED 315 732

Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

Writing Exercises

Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Writing Functions

Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Writing Groups

Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777

Writing Improvement

Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271

Remembering Our Students.
15p. 1mf. L1 ED 315 783

Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Writing Instruction

Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Bell at IATEFL 2. Academic Reports, Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Computers and the Classroom: A Look at Changes in Pedagogy.
26p. 1mf. L1 ED 315 791

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Integrated Language Arts Practicum.
50p. 1mf. L1 ED 315 766

(Continued)

Writing Instruction ***(Continued)***
Lifewriting: Literacy and Self-Awareness through Autobiographical Writing.
15p. 1mf. L1 ED 315 777
Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768
Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779
Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201
Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793
Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778
Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

Writing Laboratories
In the Middle: Writing, Reading, and Learning with Adolescents.
295p. mf. L3 ED 315 790

Writing Processes
Remembering Our Students.
15p. 1mf. L1 ED 315 783
Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Writing Skills
Emergent Writing and Rereading by Young Children Identified as "Academically Able."
39p. 1mf. L1 ED 316 330
Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794
Personalized Developmental Model for the Teaching of Communications I. A Practicum Report.
60p. 1mf. L1 ED 316 271
Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291
Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776
Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792
Writing with Computers: Accommodation, Achievement, and Attitudes.
31p. 1mf. L1 ED 315 778

Writing Teachers
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789
Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785
Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Writing to Learn
Writing to Comprehend in the Content Areas.
12p. 1mf. L1 ED 315 767

Yemen America Language Institute
Yemeni Student Characteristics and Language Progress.
31p. 1mf. L1 ED 316 018

Young Adults
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Identity Status and Relationships with Parents.
10p. 1mf. L1 ED 315 682
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Young Children
Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
151p. 2mf. L1 ED 316 332
Measuring Divergent Abilities.
23p. 1mf. L1 ED 316 551

Youth Problems
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

4 H Clubs
Proceeding for the Symposium on Research in Extension Educat. n (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

4MAT System
Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

INSTITUTION INDEX

Abt Associates, Inc., Cambridge, Mass.
Evaluation of Project Giant Step. Year Two Report: The Study of Program Effects. Executive Summary.
31p. 1mf. L1 ED 316 337

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

Academy for Educational Development, Inc., Washington, D.C.
Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.
32p. 1mf. L1 ED 315 631

Adelphi Univ., Garden City, NY. Univ. Libraries.
Using INNOVACQ To Process G.P.O. Titles.
49p. 1mf. L1 ED 316 195

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431

Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Administration on Aging (DHHS), Washington, D.C.
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Administration on Developmental Disabilities (DHHS), Washington, D.C.
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011

Business Practices and Resources. Job Match: Together for Good Business.

121p. 2mf. L1 ED 316 014

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.

23p. 1mf. L1 ED 316 013

Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.

29p. 1mf. L1 ED 316 009

Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.

46p. 1mf. L1 ED 316 010

Aetna Life and Casualty, Hartford, Conn.

Vanishing Dreams: The Growing Economic Plight of America's Young Families.

86p. 1mf. L2 ED 316 597

African Association for Literacy and Adult Education, Nairobi (Kenya).

Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.

148p. 2mf. L1 ED 315 642

Agency for Instructional Technology, Bloomington, IN.

Geography in American History for High School Students of American History. Final Design Report.

44p. 1mf. L1 ED 316 493

Global Geography. A Teacher's Guide.

64p. 1mf. L1 ED 316 491

Agency for International Development (Dept. of State), Washington, D.C.

Facilitation of Case Studies Workshop and Pakistan-Specific Case Development for the Advanced Management Course in Public Administration Phase 2 at the National Institute of Public Administration (NIPA) (Lahore, Pakistan, January 18-February 3, 1990). Final Report.

32p. 1mf. L1 ED 315 631

Agency for International Development (IDCA), Washington, DC.

Ashton-Warner Literacy Method. Technical Note No. 5.

21p. 1mf. L2 ED 316 059

Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.

34p. 1mf. L1 ED 315 840

Ahmanson Foundation, Beverly Hills, CA.

Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.

179p. mf. L3 ED 316 457

Alaska State Dept. of Education, Juneau.

Early Childhood Education Handbook 1987.

137p. 2mf. L1 ED 316 339

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
Equivalent Credit. A Guide for Local Discussion and Implementation.
58p. 1mf. L1 ED 315 577

Alaska State Dept. of Education, Juneau. Div. of State Libraries.
Statistics of Alaska Public Libraries, FY 1988 and FY 1987.
70p. 1mf. L1 ED 316 234

Alaska Univ., Anchorage. Inst. of Social and Economic Research.
Alaska Fiscal Gap. ISER Fiscal Policy Paper. No. 1.
17p. 1mf. L1 ED 316 383

Alaska Univ., Fairbanks. Dept. of Political Science.
Alaska Government and Politics: Study Guide and Workbook.
118p. 2mf. L1 ED 316 474

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
"Ich hab' es getragen sieben Jahr..." Balladen im Unterricht fur Deutsch als Fremdsprache ("I Have Suffered Seven Years..." Ballads for Teaching German as a Foreign Language).
98p. 2mf. L1 ED 316 017

Direkte Kontakte zu Deutschland aus und in der Ferne (Direct Contact with Germany from and at a Distance).
17p. 1mf. L1 ED 316 016

Funkbrucke Conference Call.
109p. 2mf. L1 ED 316 047

Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
109p. 2mf. L1 ED 316 473

Law 20-30: Teacher Resource Manual.
110p. 2mf. L1 ED 316 475

Social Studies Grades 4-6: Teacher Resource Manual.
384p. 4mf. L1 ED 316 476

Alberta Dept. of Education, Edmonton. Planning and Policy Secretariat.
Education in Alberta: Some Major Educational Trends. Revised.
112p. 2mf. L1 ED 315 884

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
Achievement Testing Program. General Information Bulletin: School Year 1989-90.
21p. 1mf. L1 ED 316 575

Achievement Testing Program. Provincial Report: June 1989 Administration.
80p. 1mf. L1 ED 316 577

Diploma Examinations Program. General Information Bulletin: School Year 1989-90.
52p. 1mf. L1 ED 316 576

Diploma Examinations Program. Provincial Report: June 1989 Administration.
127p. 2mf. L1 ED 316 578

Grade 9 English Language Arts 1989-90 School Year. Student Achievement Testing Program Bulletin.
52p. 1mf. L1 ED 315 794

Programme des examens en vue du diplome. Bulletin de Francais 30, Annee scolaire 1989-90 (Program of Diploma Exams. French Bulletin 30, School Year 1989-90).
38p. 1mf. L1 ED 316 048

Alberta Univ., Edmonton. Faculty of Education.
Summer Session Learning Experiences at the University of Alberta. A Report for the Western Association of Summer Session Administrators.
58p. 1mf. L1 ED 316 081

Alberta Vocational Centre, Edmonton.
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Alfred P. Sloan Foundation, New York, N.Y.
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

Allentown Coll. of Saint Francis De Sales, Center Valley, PA.
Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

American Alliance for Health, Physical Education, Recreation and Dance. Reston, VA. Association for the Advancement of Health Education.
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
Mature Stuff. Physical Activity for the Older Adult.
251p. 3mf. L2 ED 316 536

American Association for Vocational Instructional Materials, Athens, Ga.
Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

American Association of Colleges for Teacher Education, Washington, D.C.
Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549

Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

American Association of Community and Junior Colleges, Washington,

D.C.

Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Dateline 2000: The New Higher Education Agenda.
304p. 4mf. L2 ED 316 270

American Association of Retired Persons, Washington, D.C.

Action for a Healthier Life: A Guide for Mid-Life and Older Women.
11p. 1mf. L2 ED 315 672

After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

America's Changing Work Force: Statistics in Brief.
23p. 1mf. L2 ED 315 668

Business and Older Workers.
28p. 1mf. L2 ED 315 671

Caregivers in the Work Place.
150p. 2mf. L2 ED 315 675

Home Is Where the Care Is--A Community Course.
203p. 3mf. L2 ED 315 676

How To Manage Older Workers.
20p. 1mf. L2 ED 315 669

How To Train Older Workers.
20p. 1mf. L2 ED 315 670

Issues Affecting Crime Victims: Background, Current Status, and Implications for Older Persons.
59p. 1mf. L2 ED 315 673

National Survey of Caregivers: Summary of Findings.
79p. 1mf. L2 ED 315 674

Planning Your Retirement.
25p. 1mf. L2 ED 315 667

American Association of State Colleges and Universities, Washington, D.C.

"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Clinical Field Supervisor Program.
9p. 1mf. L1 ED 316 094

Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

College Internship Program.
25p. 1mf. L1 ED 316 090

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

Family Housing and Services.
33p. 1mf. L1 ED 316 148

Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

General Studies Advancement Examinations in Writing and

Mathematics.
12p. 1mf. L1 ED 316 145

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Health Promotion Program.
11p. 1mf. L1 ED 316 133

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Honors Program.
18p. 1mf. L1 ED 316 098

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

International Business Studies.
14p. 1mf. L1 ED 316 118

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

American Association of Univ. Professors, Washington, D.C.
Role of Faculty in the Governance of College Athletics. A Report of the Special Committee on Athletics.
7p. 1mf. L1 ED 316 155

American Chemical Society, Washington, D.C.
Recommendations for the Education of Chemistry Teachers.
19p. 1mf. L1 ED 316 440

American Coll. Testing Program, Iowa City, Iowa.
Attitudes of Americans toward Borrowing To Finance Educational Expenses 1959-1983. ACT Student Financial Aid Research Report Series 88-2.
42p. 1mf. L1 ED 316 078

Dislocated Workers and Displaced Homemakers. ACT Student Financial

Aid Research Report Series 89-2.
72p. 1mf. L1 ED 316 080

Family Income, Children, and Student Financial Aid. ACT Student Financial Aid Research Report Series 89-1.
39p. 1mf. L1 ED 316 079

Pell Grant Program Changes and Their Effects on Applicant Eligibility 1973-74 to 1988-89. ACT Student Financial Aid Research Report Series 88-1.
101p. 2mf. L1 ED 316 077

American Council for the Arts, New York, NY.
Can We Rescue the Arts for America's Children? Coming to Our Senses--10 Years Later.
179p. mf. L3 ED 316 457

American Council on Education, Washington, D.C.
Administering Grants, Contracts, and Funds. Evaluating and Improving Your Grants System.
247p. mf. L3 ED 316 068

American Library Association, Chicago, Ill.
American Library Association and International Relations: Accomplishments, Current Activities, Observations, Strategies, and Plan of Action.
23p. 1mf. L1 ED 316 250

American Medical Technologists, Park Ridge, Il.
"Certified" Laboratory Practitioners and the Accuracy of Laboratory Test Results.
4p. 1mf. L1 ED 315 580

American Medical Technologists' (AMT) Position on Licensure for Medical Laboratory Personnel.
8p. 1mf. L1 ED 315 581

AMT's Position on Physician's Office Laboratories.
3p. 1mf. L1 ED 315 579

Guide for Training Medical Laboratory Technicians. Fourth Edition.
48p. 1mf. L1 ED 315 582

American Newspaper Publishers Association Foundation, Reston, VA.
Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

American School Counselor Association. Alexandria, VA.
Changing World of Work.
46p. 1mf. L1 ED 315 691

Children's Behavior in a Changing World.
36p. 1mf. L1 ED 315 693

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Technological World.
43p. 1mf. L1 ED 315 690

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

American School Health Association, Kent, Ohio.
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

American Univ., Washington, DC. Mid-Atlantic Equity Center.
101 Books for Summer Reading K-6 .
25p. 1mf. L1 ED 315 751

101 Books for Summer Reading pre-K-2 .
25p. 1mf. L1 ED 315 750

American Vocational Association, Alexandria, VA. Agricultural Education Div.
Research in Agricultural Education: A Foundation for Excellence. Proceedings of the National Agricultural Education Research Meeting (15th, St. Louis, Missouri, December 2, 1988).
364p. 4mf. L1 ED 315 570

Anne Arundel Community Coll., Arnold, Md.
Scholarship Fund Development: The Art of Successful Begging.
8p. 1mf. L1 ED 316 305

Apple Computer, Inc., Cupertino, CA.
ACOT Classroom Networks: Today and Tomorrow. ACOT Report #5.
11p. 1mf. L1 ED 316 203

Software Development through ACOT Teachers' Eyes. ACOT Report #4.
8p. 1mf. L1 ED 316 202

Student Empowerment. The Influence of High Computer Access on Student Empowerment (An Exploratory Study of the Nashville ACOT Site). ACOT Report #1.
15p. 1mf. L1 ED 316 199

Student Thinking Processes. The Influence of Immediate Computer Access on Students' Thinking. First- and Second-Year Findings. ACOT Report #3.
18p. 1mf. L1 ED 316 201

Writing. A Research-Based Writing Program for Students with High Access to Computers. ACOT Report #2.
16p. 1mf. L1 ED 316 200

ARC Professional Services Group, Rockville, MD. Information Systems Div.
Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Arizona State Univ., Tempe.
Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
84p. 1mf. L1 ED 316 280

Asian - South Pacific Bureau of Adult Education.
Strategies and Innovations for Nonformal Education for Women. ASPBAE Courier No. 46.
96p. 1mf. L1 ED 315 639

Aspen Inst. for Humanistic Studies, New York, N.Y.
Reviving the Rural Factory: Automation and Work in the South.

Executive Summary.
14p. 1mf. L1 ED 316 353

Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Aspen Inst. for Humanistic Studies, Truro, MA.

Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

Association for Supervision and Curriculum Development, Alexandria, Va.

Changing School Culture through Staff Development: 1990 Yearbook of the Association for Supervision and Curriculum Development.
269p. 3mf. L2 ED 315 919

Interdisciplinary Curriculum: Design and Implementation.
99p. 2mf. L2 ED 316 506

International Comparisons and Educational Reform.
127p. 2mf. L2 ED 316 494

Association for the Study of Higher Education.

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

History of Higher Education Newsletter, Vol. 9, Nos 1 & 2, Spring/Fall 1988.
14p. 1mf. L1 ED 316 073

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

Association of American Colleges, Washington, D.C.

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Association of California Community Coll. Administrators.

Leadership for 2000. Management Report 1989-90/1.
14p. 1mf. L1 ED 316 290

Association of Catholic Colleges and Universities, Washington, D.C.

Student Life Issues: From the Front Lines.
37p. 1mf. L1 ED 316 152

Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private

Universities.
Who Sets the Standards? The Need for State Professional Standards and Practices Boards. Occasional Paper Series.
34p. 1mf. L1 ED 315 873

Association of Community Coll. Trustees, Annandale, Va.
Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Association of Farmworker Opportunity Programs, Washington, DC.
Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624

Association of Teacher Educators, Reston, Va.
Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.
22p. 1mf. L1 ED 316 514

Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Atlantic Richfield Foundation, New York, NY.
English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
191p. 2mf. L2 ED 316 051

Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Stress in Perspective for Community/Junior College Presidents.
24p. 1mf. L1 ED 316 284

Australian Advisory Council on Languages and Multicultural Education, Canberra.
Adult Literacy Action Campaign: Projects around Australia. A Review of State and Territory Level Adult Literacy Projects Funded under the Adult Literacy Action Campaign of the National Policy on Languages. Occasional Paper Number 3.
32p. 1mf. L1 ED 315 625

Australian Dept. of Employment, Education and Training, Canberra.
Review of Adult Literacy Activities: A Commonwealth Perspective.
85p. 1mf. L1 ED 315 626

Bell Educational Trust, Cambridge (England).
Bell at IATEFL 2. Academic Reports. Presentations at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).
74p. 1mf. L1 ED 316 026

Bodywork Research Inst., San Antonio, TX.
Bodywork Abstracts. 1989 Edition.
800p. mf. L3 ED 316 534

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

British Columbia Univ., Vancouver.
Sixth-Graders Learn from Letter Writing.
25p. 1mf. L1 ED 315 776

Brown Univ., Providence, RI. Center for Foreign Policy Development.
America, the Soviets and Nuclear Arms: Looking to the Future.
77p. 1mf. L2 ED 316 485

America, the Soviets and Nuclear Arms: Looking to the Future. Teacher's Resource Book.
161p. 2mf. L2 ED 316 486

Bureau of the Census (DOC), Suitland, Md.
Fertility of American Women: June 1988. Current Population Reports. Population Characteristics.
76p. 1mf. L1 ED 316 455

Housing in America 1985/86. Current Housing Report.
111p. 2mf. L1 ED 316 452

How We Live: Then and Now.
43p. 1mf. L1 ED 316 481

Population Estimates by Race and Hispanic Origin for States, Metropolitan Areas, and Selected Counties: 1980 to 1985. Current Population Reports.
91p. 1mf. L1 ED 316 453

Population Profile of the United States 1989. Current Population Reports.
66p. 1mf. L1 ED 316 454

We, the Americans.
17p. 1mf. L1 ED 316 497

We, the Asian and Pacific Islander Americans.
26p. 1mf. L1 ED 316 496

Bureau of the Census (DOC), Suitland, Md. Population Div.
Hispanic Population in the United States: March 1988.
81p. 1mf. L1 ED 316 355

California Community Colleges, Sacramento. Office of the Chancellor.
Report on Staffing and Salaries, Fall 1988. Report Number 89-2.
323p. 4mf. L1 ED 316 287

California Council on Humanities.
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375

California Educational Research Cooperative, Riverside.
How Changing Class Size Affects Classrooms and Students.
101p. 2mf. L1 ED 315 841

Middle Level Education in California: A Survey of Programs and Organization.
53p. 1mf. L1 ED 315 897

Retention in Grade: A Failed Procedure.
46p. 1mf. L1 ED 315 710

Vertical Articulation for the Middle Grades.
61p. 1mf. L1 ED 315 896

California Energy Extension Service, Sacramento.

Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

California State Dept. of Education. Div. of Career-Vocational Education.

Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

California State Dept. of Education, Sacramento.

Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

INSTITUTION INDEX

California State Dept. of Education, Sacramento. Curriculum Framework and Textbook Development Unit.
Instructional Materials and Framework Adoption: Policies and Procedures.
58p. 1mf. L1 ED 316 520

California State Dept. of Education, Sacramento. Div. of Special Education.
Communication Skills.
48p. 1mf. L2 ED 315 933

Community Advisory Committee (CAC) Leadership Training.
36p. 1mf. L2 ED 315 934

Computers and Students with Special Needs: An Introduction.
30p. 1mf. L2 ED 315 936

Coping with Loss and Change.
64p. 1mf. L2 ED 315 937

Effective Community Advisory Committee (CAC). Revised.
32p. 1mf. L2 ED 315 935

Individualized Education Program (IEP) Process: Rights and Responsibilities.
88p. 1mf. L2 ED 315 938

Interagency Collaboration: The Parents' Role.
43p. 1mf. L2 ED 315 939

Parent Professional Collaboration.
44p. 1mf. L2 ED 315 940

Parent Support Groups. Revised.
34p. 1mf. L2 ED 315 926

Parental Involvment.
46p. 1mf. L2 ED 315 927

Placement in the Least Restrictive Environment (LRE).
41p. 1mf. L2 ED 315 928

Socialization and Sexuality for the Developmentally Disabled.
49p. 1mf. L2 ED 315 929

Stress and Support in the Family.
50p. 1mf. L2 ED 315 930

Training for Professionals Working with Families. Revised.
40p. 1mf. L2 ED 315 931

Transition Planning. Revised.
43p. 1mf. L2 ED 315 932

California State Polytechnic Univ., Pomona.
Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

California State Postsecondary Education Commission, Sacramento.
Retention of Students in Engineering. A Report to the Legislature in Response to Senate Concurrent Resolution 16 (1985).
62p. 1mf. L1 ED 316 416

California State Univ., Chico.
Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091

Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089

Freshman General Studies Thematic. 1973-.
118p. 2mf. L1 ED 316 087

California State Univ., Long Beach.
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

International Integration of California State University, Long Beach.
11p. 1mf. L1 ED 316 132

Study of Counselors' Perception of Home Economics Education. Final Report.
66p. 1mf. L2 ED 315 599

California State Univ., Long Beach. Dept. of Social Work.
Minority Management Training Program for Social Workers Specializing in Aging.
23p. 1mf. L1 ED 316 121

California Univ., Berkeley. Inst. of East Asian Studies.
Educational Exchanges: Essays on the Sino-American Experience. Research Papers and Policy Studies 21.
267p. mf. L3 ED 316 458

California Univ., Davis.
Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis, 1976-1989. Research Synopsis: Student Affairs Research and Information No. 34.
8p. 1mf. L1 ED 316 274

California Univ., Los Angeles.
Possibilities: Scenarios and Scripts To Help Teaching Assistants Respond to Student Writing in All Disciplines.
45p. 1mf. L1 ED 315 768

California Univ., Los Angeles. American Indian Studies Center.
American Indian Policy and Cultural Values: Conflict and Accommodation. Contemporary American Indian Issues Series, No. 6.
137p. 2mf. L1 ED 316 375

Issues for the Future of American Indian Studies. A Needs Assessment and Program Guide.
273p. 3mf. L1 ED 316 374

Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376

California Univ., Los Angeles. Center for the Study of Evaluation.
Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

California Univ., Santa Barbara. University Library.
Chicanos: A Checklist of Current Materials. No. 1, January-June,

1988.
43p. 1mf. L1 ED 316 384

Canada Employment and Immigration Commission, Ottawa (Ontario).
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Capital Area School Development Association, Albany, NY.
View from the Inside: High Schools in the 1990s. Report of the Select Seminar on Excellence in Education (Rensselaerville, New York, December 1988-March 1989).
39p. 1mf. L1 ED 315 893

Capital Area School District Association, Albany, NY. New York State Leadership in Educational Administration Development Center.
View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

Careers Research and Advisory Centre, Cambridge (England).
Single European Market and Its Implications for Educational and Vocational Guidance Services. CRAC Occasional Paper.
25p. 1mf. L1 ED 315 641

Castleton State Coll., Vt.
Soundings: An Introduction to the Liberal Arts, Castleton State College.
12p. 1mf. L1 ED 316 126

Catholic Univ. of America, Washington, D.C. School of Education.
Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Catonsville Community Coll., MD. Office of Institutional Research.
Catonsville Community College Factbook: January 1990.
199p. 3mf. L1 ED 316 278

Faculty Inventory: Seven Principles for Good Practices in Undergraduate Education.
22p. 1mf. L1 ED 316 276

Results of the 1989 Self-Image Survey: Catonsville Community College.
36p. 1mf. L1 ED 316 277

Center for Health Policy Development, Inc., San Antonio, TX.
Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621

Center for International Education (ED), Washington, DC.
Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Center for Policy Research in Education.

Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903

Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Center for the Learning and Teaching of Literature, Albany, NY.

"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.

27p. 1mf. L1 ED 315 762

Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.

54p. 1mf. L1 ED 315 754

Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.

16p. 1mf. L1 ED 315 756

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.

45p. 1mf. L1 ED 315 753

Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).

38p. 1mf. L1 ED 316 006

Centers for Disease Control (DHHS/PHS), Atlanta, GA.

National Adolescent Student Health Survey. A Report on the Health of America's Youth.

196p. 3mf. L1 ED 316 535

Survey of HIV Education Programs in Rural Teacher Training Institutions.

15p. 1mf. L1 ED 316 533

Central Oregon Community Coll., Bend.

Survey of Student Off-Campus Housing Referral Services.

11p. 1mf. L1 ED 316 300

Centre for Studies on Integration in Education, London (England).

16-19: The Right to Further Education. CSIE Factsheet.

5p. 1mf. L1 ED 316 008

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

Academic Internship Program: Curriculum Guide. The Great Exchange. Grades 10-12.

104p. 2mf. L1 ED 315 867

Academic Internship Program: Intern's Handbook.

35p. 1mf. L1 ED 315 868

Academic Internship Program: Sponsor's Handbook.

33p. 1mf. L1 ED 315 869

Child and Family Policy Center, Des Moines, IA.

Improving Maternal and Child Health: A Legislator's Guide.

51p. 1mf. L1 ED 316 350

Child Care Action Campaign, New York, NY.

Employer Tax Credits for Child Care: Asset or Liability? Child Care Action Campaign. CCAC Special Report No. 1: State Financing Alternatives Project.

55p. 1mf. L2 ED 316 312

Children's Book Council, New York, N.Y.

Notable 1988 Children's Trade Books in the Field of Social Studies.

10p. 1mf. L1 ED 316 479

Children's Defense Fund, Washington, D.C.
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Church and Synagogue Library Association, Bryn Mawr, Pa.
Cataloging Books Step by Step. CSLA Guide No. 5.
31p. 1mf. L2 ED 316 252

Recruiting and Training Volunteers for Church and Synagogue Libraries. CSLA Guide No. 14.
37p. 1mf. L2 ED 316 253

Setting Up a Library: How To Begin or Begin Again. CSLA Guide No. 1.
16p. 1mf. L2 ED 316 251

Church and Synagogue Library Association, Portland, OR.
Helping Children through Books: A Selected Booklist. Third Revised Edition.
31p. 1mf. L2 ED 316 255

Providing Reference Service in Church and Synagogue Libraries, with Bibliography. CSLA Guide No. 15.
62p. 1mf. L2 ED 316 254

City Univ. of New York, Bronx. Herbert H. Lehman Coll. Inst. for Literacy Studies.
Adult Learning Center Curriculum Activities.
30p. 1mf. L1 ED 315 554

Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

City Univ. of New York, N.Y. Graduate School and Univ. Center.
Educating Tomorrow's Workforce. Proceedings of the Conference of the University/Urban Schools National Task Force (11th, Charleston, South Carolina, November 3-4, 1989).
108p. 2mf. L1 ED 316 602

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.
Universalism in Science: An Empirical Investigation of Attitudes toward Women in Science.
41p. 1mf. L1 ED 316 445

Claremont Graduate School, Calif.
Reading: A Literary Feast: Proceedings of the Claremont Reading Conference (56th, Claremont, CA, March 10-11, 1989). Fifty-Third Yearbook.
260p. mf. L3 ED 315 729

Clarion Univ. of Pennsylvania.
Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues).
1856p. 20mf. L2 ED 316 352

Clemson Univ., S.C. Cooperative Extension Service.
Parenting Renewal. Leaflet and Lessons for Parents of

Adolescents.
97p. 2mf. L1 ED 316 333

Parenting Renewal. Leaflets and Lessons for Parents of Children Five to Twelve Years of Age.
151p. 2mf. L1 ED 316 332

Parenting Renewal. Leaflets and Lessons for Parents of Children Birth to Four.
170p. 2mf. L1 ED 316 331

Colby Coll., Waterville, ME. Dept. of Mathematics.
Computer Algebra Systems in Education Newsletter s .
49p. 1mf. L1 ED 316 423

College Board, New York, NY.
What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Colorado Commission on Higher Education, Denver.
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

Colorado State Community Coll. and Occupational Education System, Denver.
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
Resource Guide to Supplemental Services.
466p. 5mf. L2 ED 315 648

Columbia Univ., New York, NY. Inst. on Education and the Economy.
Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five Advanced Economies.
18p. 1mf. L1 ED 315 525

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

Columbia Univ., New York, NY. Teachers Coll. Literacy Center.
Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

Columbus Public Schools, OH. Dept. of Evaluation Services.
Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1988-89. Final Evaluation Report.
87p. 1mf. L1 ED 315 748

Commission on Preservation and Access, Washington, DC.
On the Preservation of Books and Documents in Original Form.

Report.
6p. 1mf. L2 ED 316 232

Conference Board, Inc., New York, N.Y.
How We Live: Then and Now.
43p. 1mf. L1 ED 316 481

Conference on Coll. Composition and Communication, Urbana, Ill.
Something Old, Something New: College Writing Teachers and Classroom Change.
166p. mf. L3 ED 315 779

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Hearings on the Role of Athletics in College Life. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (May 18 and 24, 1989).
212p. 3mf. L1 ED 316 069

Library Services and Construction Act Amendments of 1989.
29p. 1mf. L1 ED 316 235

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
Review of the Report of the Commission To Assess Veterans' Education Policy and the Response of the DVA. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, First Session.
202p. 3mf. L1 ED 315 593

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
No Place To Call Home: Discarded Children in America. A Report Together with Additional and Dissenting Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.
221p. 3mf. L1 ED 316 634

Working Families at the Margins: The Uncertain Future of America's Small Towns. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
163p. 2mf. L1 ED 316 362

Connecticut Association for Supervision and Curriculum Development, Southport.
Curriculum for the New Millennium: Trends Shaping our Schools. Report of the 1987-1988 Study Committee, Fall 1988. A Position

Paper.
38p. 1mf. L2 ED 315 894

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
College-Bound Seniors Report 1987-88.
27p. 1mf. L1 ED 316 619

Consortium for Worker Education.
Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching GED, ABE, and ESL.
59p. 1mf. L1 ED 316 060

Contract Research Corp., Belmont, Mass.
Your Child and Math: Getting Involved.
25p. 1mf. L1 ED 316 438

Your Child and Science: Getting Involved.
25p. 1mf. L1 ED 316 439

Cooperative Education Marketing, Inc., Kalamazoo, MI.
Marketing Cooperative Education. The Role of the Regional Co-op Training Center in Assisting Colleges and Universities.
Cooperative Education Marketing Digest Series No. 2.
7p. 1mf. L1 ED 315 588

Council for Exceptional Children, Reston, Va.
Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

Summary of the National Forum on HIV/AIDS Prevention Education for Children and Youth with Special Education Needs (Reston, Virginia, January 31-February 2, 1989).
38p. 1mf. L1 ED 316 006

Council of Independent Colleges, Washington, D.C.
Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Reasoning with Probabilities.
62p. 1mf. L2 ED 316 429

Cypress Coll., Calif.
Human Resources Development Plan, 1989-90.
28p. 1mf. L1 ED 316 268

Dallas Independent School District, Tex.
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

Decision Demographics, Washington, DC.
Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Decision Resources Corp., Washington, DC.
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of Chapter 1.
99p. 2mf. L1 ED 316 311

Delaware State Dept. of Public Instruction, Dover.
Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Department of Agriculture, Washington, D.C. Science and Education Administration.
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Department of Education, Washington, D.C.
English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
191p. 2mf. L2 ED 316 051

Department of Education, Washington, DC.
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987.
47p. 1mf. L1 ED 315 971

Center for Academic Excellence in Mathematics, Science, and Computer Learning. Final Report.
278p. 3mf. L1 ED 316 442

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

National Profile of State Compensatory Education in Public Elementary Schools: A Substudy of the National Assessment of

Chapter 1.
99p. 2mf. L1 ED 316 311

Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Fiscal Equity in the United States, 1984-85.
41p. 1mf. L1 ED 315 852

Department of Energy, Washington, D.C.

Animated Bibliography. A Sample of Energy Education Curriculum Materials: 7-12. Energy Action in Schools. Revision
91p. 1mf. L1 ED 316 410

Animated Bibliography. A Sample of Energy Education Curriculum Materials: K-6. Energy Action in Schools. Revision
92p. 1mf. L1 ED 316 409

Department of Labor, Washington, D.C.

Remarks Prepared for Delivery to the American Vocational Association by the Assistant Secretary for Policy, U.S. Department of Labor.
9p. 1mf. L1 ED 315 576

Dependents Schools (DOD), Washington, DC. Pacific Region.

Elementary School Science Education Program Management Guide, SY89-90. Edition Two.
79p. 1mf. L1 ED 316 424

Science Objectives for 1993-2000--Pacific Region Draft. DS Manual 2200.1.
24p. 1mf. L1 ED 316 413

Desert Community Coll. District, Palm Desert, CA.

AB 1725 Human Resources Development Plan for the Period July 1, 1989-June 30, 1990.
25p. 1mf. L1 ED 316 269

Designs for Change, Chicago, Ill.

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

Development Associates, Inc., Arlington, Va.
Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Domestic Policy Council, Washington, DC.
Family. Preserving America's Future. A Report to the President from the White House Working Group on the Family.
59p. 1mf. L1 ED 316 515

Up from Dependency: A New National Public Assistance Strategy. Report to the President.
81p. 1mf. L1 ED 316 587

Dorchester School District 2, Summerville, SC.
Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
33p. 1mf. L1 ED 315 578

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Du Pont Corp., Wilmington, Del.
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

East Tennessee State Univ., Johnson City.
Services for Adult & Commuting Students.
11p. 1mf. L1 ED 316 111

East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

East Texas State Univ., Commerce. New Center for Learning.
New Center for Learning: Basic Concepts, Goals, and Contributions to ETSU.
14p. 1mf. L1 ED 316 165

Eastern New Mexico Univ., Portales.
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099

Economic Development Administration (DOC), Washington, D.C.
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135
Educational Resources Information Center (ED), Washington, DC.
Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504
Educational Testing Service, Princeton, N.J.
Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728
Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780
El Paso Community Coll., Tex.
HERMANN: Holistic Evaluation Reading Magazines and Newspapers/Novels.
14p. 1mf. L1 ED 316 272
Emory Univ., Atlanta, GA. Carter Center.
Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465
Employment and Training Administration (DOL), Washington, D.C.
Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
25p. 1mf. L1 ED 315 624
Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510
Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591
Environmental Protection Agency, Washington, D. C.
Radon Reduction Techniques in Schools: Interim Technical Guidance.
54p. 1mf. L1 ED 315 880
Environmental Protection Agency, Washington, DC. Office of Radiation Programs.
Radon Measurements in Schools: An Interim Report.
38p. 1mf. L1 ED 315 876
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.

64p. 1mf. L1 ED 315 664

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.

44p. 1mf. L1 ED 315 663

School-to-Work Transition for At-Risk Youth. Information Series No. 339.

86p. 1mf. L1 ED 315 666

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 704

Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 705

Changing World of Work.

46p. 1mf. L1 ED 315 691

Children's Behavior in a Changing World.

36p. 1mf. L1 ED 315 693

Counseling Abused Children. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 706

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 701

Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 703

Culturally Diverse World.

38p. 1mf. L1 ED 315 685

Elementary School Counseling in a Changing World.

414p. 5mf. L1 ED 315 684

Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 707

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 709

Human Relations in a Changing World.

37p. 1mf. L1 ED 315 694

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 702

Learning in a Changing World.

45p. 1mf. L1 ED 315 692

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.

3p. 1mf. L1 ED 315 699

(Continued)

(Continued)

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708

Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Technological World.
43p. 1mf. L1 ED 315 690

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864

Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

ERIC Clearinghouse on Higher Education, Washington, D.C.

Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545

Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Teaching and Teacher Education. 1988 AERA Division K Abstracts.
38p. 1mf. L1 ED 316 549

Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
70p. 1mf. L1 ED 316 550

Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

ERIC Clearinghouse on Urban Education, New York, N.Y.

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

Escambia County Board of Public Instruction, Pensacola, Fla.

It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Evansville-Vanderburgh School Corp., Ind.

Formative Comparison of Two Formats (Self-Contained Class versus Enrichment Pull-out) for the Delivery of Gifted/Talented Instruction in the Evansville-Vanderburgh School Corporation.
75p. 1mf. L1 ED 315 958

Extension Service (DOA), Washington, D.C.
New Directions for a New Decade. A Report to the Cooperative Extension System.
17p. 1mf. L1 ED 315 590

EXXON Corp., New York, N.Y.
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

EXXON Education Foundation, New York, N.Y.
Digital Signals.
72p. 1mf. L2 ED 316 427

Exponential Growth.
47p. 1mf. L2 ED 316 430

Navigation by Satellite.
36p. 1mf. L2 ED 316 428

Reasoning with Probabilities.
62p 1mf. L2 ED 316 429

Federal Reserve Bank of Chicago, Il.
Elementary Economics: A Bibliography.
41p. 1mf. L1 ED 316 490

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
Anmerkungen zum Studienabbruch (Some Remarks about Students' Dropout). ZIFF Papiere 73.
47p. 1mf. L1 ED 316 228

Individuelle Kosten im Fernstudium (Individual Cost Analysis in Distance Education). ZIFF Papiere 55.
62p. 1mf. L1 ED 316 227

Zur Strukturierung von akustischem Lehrmaterial auf Tonkassetten (On Structuring Audiotapes for Teaching). ZIFF Papiere 21.
29p. 1mf. L1 ED 316 225

Zwischen den Stuhlen: Untersuchungen zur Situation der Korrektoren an der Fernuniversitat 1980, (In between Chairs: The Situation of Tutors (Correctors) at the FernUniversitat in 1980). ZIFF Papiere 34.
106p. 2mf. L1 ED 316 226

Finnish National Commission for UNESCO, Helsinki.
International Education for Adults. Sub-Regional European Seminar on International Education for Those Responsible for Non-Formal and Adult Education (Murikka, Finland, June 7-12, 1987). Final Report. Publications of the Finnish National Commission for Unesco No. 43.
97p. 2mf. L1 ED 315 651

Florida A and M Univ., Tallahassee.
Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986). Conference Agenda and Abstracts of Papers.
165p. 2mf. L2 ED 316 609

Black Student Retention in Higher Education. Proceedings of the

National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).
215p. 3mf. L1 ED 316 610

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987). Conference Agenda and Abstracts of Papers.
113p. 2mf. L2 ED 316 611

Black Student Retention in Higher Education. Proceedings of the National Conference (3rd, Tampa, Florida, November 1-4, 1987).
108p. 2mf. L1 ED 316 612

Black Student Retention in Higher Education. Proceedings of the National Conference (4th, New York, New York, November 15-18, 1988). Conference Agenda and Abstracts of Papers.
128p. 2mf. L1 ED 316 613

Black Student Retention in Higher Education. Proceedings of the National Conference (5th, Miami Beach, Florida, November 7-10, 1989). Conference Agenda and Abstracts of Papers.
92p. 1mf. L1 ED 316 614

Black Student Retention in Historically/Traditionally Black Colleges and Universities. Proceedings of the National Conference (1st, Orlando, Florida, November 5-8, 1985).
98p. 2mf. L2 ED 316 608

Florida Council for Economic Education, Tampa.

It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Florida International Univ., Miami.

Fulbright-Hays Group Projects Abroad Program on International Women's Studies Seminar on Changing Status Roles in India.
13p. 1mf. L1 ED 316 125

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Florida International Univ., Miami. School of Health Sciences.

Health Sciences Recruitment and Retention Program.
56p. 1mf. L1 ED 316 127

Florida International Univ., Miami. School of Nursing.

Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Florida State Dept. of Community Affairs, Tallahassee. Board of Building Codes and Standards.

Accessibility Requirements Manual.
109p. 2mf. L1 ED 315 853

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Foellinger Foundation, Fort Wayne, IN.

Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Ford Foundation, New York, N.Y.
Early Childhood Services: A National Challenge. A Program Paper of the Ford Foundation.
45p. 1mf. L2 ED 316 313
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354
Social Impact of Widespread Computer Use: Implications for East-West Relations. Report of an Aspen Institute Conference (Queenstown, Maryland, March 23-25, 1989). Communications and Society Forum Report.
43p. 1mf. L1 ED 316 212
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Fort Wayne Women's Bureau, Inc., Ind.
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Fort Worth Independent School District, Tex.
Middle School English Language Arts: English Language Arts 8, Honors English Language Arts 8, Honors English Language Arts/Reading 8, English I.
118p. 2mf. L1 ED 315 788
Middle School English Language Arts: English Language Arts 6, Honors English Language Arts 6, Honors English Language Arts/Reading 6.
81p. 1mf. L1 ED 315 786
Middle School English Language Arts: English Language Arts 7, Honors English Language Arts 7, Honors English Language Arts/Reading 7.
92p. 1mf. L1 ED 315 787

Franklin School District 5, Wis.
Student-Parent-Community Bicentennial Celebration. Franklin Public Schools Excellence in Education Grant. Final Report.
47p. 1mf. L1 ED 316 446

French-American Foundation, New York, NY.
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Integrating the Scholarship on Women: Transforming the Curriculum.

35p. 1mf. L1 ED 316 093

Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Adapting the Nursing Curriculum To Enhance Nurse/Patient Relationship by Meeting the Needs of the Multi-Ethnic, Multicultural South Florida Community.
30p. 1mf. L1 ED 316 128

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

General Accounting Office, Washington, D.C. Div. of Human Resources.

Early Childhood Education: What Are the Costs of High-Quality Programs? United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
86p. 1mf. L1 ED 316 341

Job Training Partnership Act: Participants, Services, and Outcomes. Statement before the Committee on Education and Labor, United States House of Representatives.
25p. 1mf. L1 ED 315 650

General Motors Corp., Detroit, Mich.

Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

General Services Administration, Washington, DC. Clearinghouse on Computer Accommodation.

Managing End User Computing for Users with Disabilities.
98p. 2mf. L1 ED 315 973

George Mason Univ., Fairfax, Va.

Doctorate of Arts in Community College Education.
11p. 1mf. L1 ED 316 116

George Washington Univ., Washington, D.C.

Library Research Guide. Second Edition.
39p. 1mf. L1 ED 316 230

Georgia State Dept. of Education, Atlanta. Office of Instructional

Services.
Vision for Homeless Children. Georgia's Plan for the Education of Homeless Children and Youth 1989-91.
33p. 1mf. L1 ED 316 620

Georgia Univ., Athens. Div. of Vocational Education.
Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Georgia Univ., Athens. Office of Instructional Development.
National Conference on Professional and Personal Renewal for Faculty (2nd, Atlanta, Georgia, April 13-15, 1989).
171p. 2mf. L1 ED 316 070

German Adult Education Association, Bonn (West Germany).
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

German Marshall Fund of the United States, Washington, D.C.
Welcome for Every Child--How France Achieves Quality in Child Care: Practical Ideas for the United States. The Report of the Child Care Study Panel of the French-American Foundation.
44p. 1mf. L1 ED 316 314

Gesellschaft fur Mathematik und Datenverarbeitung MBH, Frankfurt/Main (West Germany).
Selective Bibliography about Education and Training in Library and Information Science in PR China, Taiwan, Hong Kong, Singapore.
44p. 1mf. L1 ED 316 262

Goodwill Literacy Adult Learning Center, Seattle, WA.
Goodwill Literacy Tutor Handbook. Fourth Edition.
88p. 1mf. L1 ED 315 637

Greater Washington Research Center, Washington, DC.
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Harvard Univ., Cambridge, MA. Inst. for International Development.
Improving Access to Schooling in the Third World: An Overview. BRIDGES Research Report Series No. 1.
34p. 1mf. L1 ED 315 840

Harvard Watch, Cambridge, MA.
Hidden Rule: A Critical Discussion of Harvard University's Governing Structure. A Harvard Watch Report .
95p. 1mf. L1 ED 316 173

New Classified Research. Corporate Sponsored Biomedical Research and the Reign of Secrecy at Harvard University. A Harvard Watch Report.
31p. 1mf. L1 ED 316 171

Scholars, Inc.: Harvard Academics in Service of Industry and Government. A Harvard Watch Report .
97p. 2mf. L1 ED 316 172

Still a Bad Idea. A Critique of Harvard University's Medical Science Partners Proposal. A Harvard Watch Report.
21p. 1mf. L1 ED 316 170

Hawaii State Dept. of Education, Honolulu. Office of Instructional

Services.
Drug-Free Schools and Communities Act of 1986, Part 2, Handbook (Anti-Drug Abuse Act of 1988, Part B).
64p. 1mf. L1 ED 315 904

Hawaii State Office of the Legislative Auditor, Honolulu.
Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Acts 320 and 321, SLH 1986: Final Report, No. 89-18. A Report to the Governor and the Legislature of the State of Hawaii.
45p. 1mf. L1 ED 315 879

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
Technology Education: Industrial Arts in Transition.
35p. 1mf. L1 ED 315 635

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
Changes in the Composition of the Health Professions Applicant Pool: 1977-1987.
32p. 1mf. L1 ED 316 166

Council on Graduate Medical Education First Report of the Council. Volume I.
80p. 1mf. L1 ED 316 167

Council on Graduate Medical Education First Report of the Council. Volume II.
134p. 2mf. L1 ED 316 168

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p. mf. L3 ED 316 530

Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

Hitachi Foundation, Washington, DC.
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Housing Assistance Council.
After the Harvest: The Plight of Older Farmworkers.
84p. 1mf. L2 ED 316 371

Howard Community Coll., Columbia, MD. Office of Research and Planning.
Indicators for Institutional Effectiveness, 1990-1991. Research Report Number 63.
78p. 1mf. L1 ED 316 297

Human Resource Data Systems, Inc., Columbia, MD.
Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education

Program Leavers.
61p. 1mf. L1 ED 315 528

Humboldt State Univ., Arcata, CA.
Women in Science and Mathematics: Bibliography.
81p. 1mf. L1 ED 316 435

IBM, Atlanta, GA. National Support Center for Persons with Disabilities.
Resource Guide for Persons with Hearing Impairments.
97p. 2mf. L1 ED 315 989

Resource Guide for Persons with Learning Impairments.
117p. 2mf. L1 ED 315 990

Resource Guide for Persons with Mobility Impairments.
192p. 2mf. L1 ED 315 988

Resource Guide for Persons with Speech or Language Impairments.
89p. 1mf. L1 ED 315 992

Resource Guide for Persons with Vision Impairments.
202p. 3mf. L1 ED 315 991

Illinois Association of School Boards, Springfield.
Creating Schools for the Twenty-First Century. New Horizons for Local School Leaders.
167p. 2mf. L2 ED 315 847

Effective School Board Member: An Introduction to the Work of Boards of Education in Illinois.
35p. 1mf. L1 ED 315 845

Successful School Board Meetings. 1989 Revised Edition.
81p. 1mf. L2 ED 315 846

Illinois State Board of Education, Springfield.
Speaking and Listening Activities in Illinois Schools: Sample Instructional and Assessment Materials.
61p. 1mf. L1 ED 315 838

Study Hall Policy and Practice among Illinois Public High Schools.
23p. 1mf. L1 ED 315 881

Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
Planning for an Accelerated School. A Two Day Workshop (Stanford, California, November 17-18, 1988). Illinois Network of Accelerated Schools.
40p. 1mf. L1 ED 316 595

Illinois State Board of Elections, Springfield.
Vote. Election Program.
45p. 1mf. L1 ED 316 487

Vote. Speak Out. 3-6.
75p. 1mf. L1 ED 316 488

Illinois State Dept. of Commerce and Community Affairs, Springfield.
Business Plan Outline.
18p. 1mf. L1 ED 315 646

Small Business Information Bibliography. Revised.
98p. 2mf. L1 ED 315 647

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Supported Employment in Illinois: Compendium of Program Profiles. Volume 6, 1988-1989.
212p. 3mf. L1 ED 315 985

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.
308p. 4mf. L1 ED 315 984

Illinois Univ., Urbana. Center for the Study of Reading.
"Beginning to Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Illinois Univ., Urbana. Language Learning Lab.
Building Composite Characters on a Postscript Printer.
56p. 1mf. L1 ED 316 057

Computer Assisted Language Learning Outreach Project for Education.
34p. 1mf. L1 ED 316 056

Computer Programs To Transcribe French Text into Speech: Problems and Suggested Solutions.
223p. 3mf. L1 ED 316 052

Contradictions in Chinese Language Reform.
13p. 1mf. L1 ED 316 053

Glossary of Spanish-American Agricultural Terms.
84p. 1mf. L1 ED 316 055

Quantifying Affinity among Chinese Dialects.
25p. 1mf. L1 ED 316 054

Illinois Univ., Urbana. Office of Continuing Education and Public

Services.
Turning Challenge into Opportunity. Securing Institutional Support for Continuing Higher Education. The Guide Series in Continuing Education.
29p. 1mf. L1 ED 315 585

Indiana Council for the Social Studies, Bloomington.
Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

Indiana Humanities Council, Indianapolis.
Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.
Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
63p. 1mf. L1 ED 315 946

Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
25p. 1mf. L1 ED 315 948

Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Indiana Univ. of Pennsylvania. Coll. of Education.
Western Pennsylvania Educators Inter-Cultural Experience in Nigeria.
8p. 1mf. L1 ED 316 141

Indiana Univ. of Pennsylvania, Indiana.
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Indiana Univ., Bloomington. Developmental Training Center.
Vocational Programming for Students with Autism.
166p. 2mf. L2 ED 316 005

Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities.

Students with Autism Succeed in Community Job Settings.
29p. 1mf. L2 ED 316 003

Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction.
127p. 2mf. L2 ED 316 004

Indiana Univ., Bloomington. Social Studies Development Center.
Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

Indiana Univ., Kokomo.
Off Campus Career Assessment in Recruiting the Non-Traditional Student.
10p. 1mf. L1 ED 316 129

Infolbse, Berkeley, CA.
Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Institute of International Education, New York, N.Y.
Open Doors 1988/89. Report on International Educational Exchange.
217p. 3mf. L2 ED 316 162

Vacation Study Abroad. 1990. The Most Complete Guide to Planning Summer Study Abroad.
238p. 3mf. L2 ED 316 161

Institute of the Americas, La Jolla, CA.
Reinforcing Democracy in the Americas: Lessons for Teaching about Latin America.
64p. 1mf. L1 ED 316 465

Inter Nationes, Bonn (West Germany).
Agriculture Breaks New Ground. How Biotechnology and Regrowing Materials Are Being Used in the Federal Republic of Germany. Sonderdienst Special Report S01.
41p. 1mf. L1 ED 315 587

Interagency Low Income Opportunity Advisory Board, Washington, DC.
Up From Dependency. A New National Public Assistance Strategy. Supplement 5, First Annual Report.
72p. 1mf. L1 ED 316 603

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 2: A Compendium of Public Assistance Programs; Major Federal Cash, Food, and Housing Programs.
563p. 6mf. L1 ED 316 589

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 3: A Compendium of Public Assistance Programs; Major Federal Health, Service, Employment, and Education Programs, Other Federal and

State Programs.
457p. 5mf. L1 ED 316 590

Up from Dependency: A New National Public Assistance Strategy. Supplement 4: Research Studies and Bibliography.
200p. 3mf. L1 ED 316 592

Intercultural Development Research Association, San Antonio, Tex.
Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District.
97p. 2mf. L1 ED 316 605

International Joint Commission, Windsor (Ontario). Great Lakes Regional Office.
Directory of Great Lakes Education Material.
76p. 1mf. L1 ED 316 411

International League of Societies for Persons with Mental Handicaps, Brussels (Belgium).
International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Iowa State Dept. of Cultural Affairs, Des Moines. State Library.
New Era for Libraries. A Report from the Iowa Blue Ribbon Task Force on Libraries.
17p. 1mf. L1 ED 316 231

Iowa State Dept. of Education, Des Moines.
Inventory of Policies and Practices Related to Student Failure and Dropping Out.
26p. 1mf. L1 ED 316 599

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
We're in This Together (W.I.T.). Resource Manual for Integrating Handicapped Children into Day Care and Preschool Programs.
292p. 4mf. L1 ED 315 951

Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
Guidelines for Serving At-Risk Students. A Publication To Assist School Districts in the Development of Local Plans Required by the Iowa Standard for At-Risk Students.
24p. 1mf. L1 ED 316 632

Jackson County Intermediate School District, MI.
Curriculum for the Special Education Early Childhood Center.
125p. 2mf. L1 ED 315 982

Jacksonville State Univ., Ala.
Postsecondary Program for Sensory Impaired, 1989-1990. Interpreters Manual, Parents' Manual, Student Handbook, and Faculty Handbook.
70p. 1mf. L1 ED 315 986

Jefferson County Public Schools, Louisville, Ky.
Project PROVE. Parolees and Probationers Realize Opportunities via Education. Final Report 1988-89. A National Adult Education Discretionary Program.
67p. 1mf. L1 ED 315 654

Project PROVE: Research Report.
30p. 1mf. L1 ED 315 655

Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
84p. 1mf. L1 ED 315 510

Project WORTH: Research Report.
26p. 1mf. L1 ED 315 509

John and Mary R. Markle Foundation, New York, N.Y.
Adapting New Electronic Technologies To Serve the Frail Elderly Living at Home. Report of an Aspen Institute Conference (4th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #10.
19p. 1mf. L1 ED 315 677

1989 Review Conference on New Electronic Technologies for the Elderly: Issues and Projects. Report of an Aspen Institute Conference (5th, Queenstown, Maryland, March 8-10, 1989). Communications and Society Forum Report #11.
37p. 1mf. L1 ED 315 678

Kansas State Dept. of Education, Topeka. Special Education Administration Section.
State Plan for Special Education Effective July 1, 1989.
174p. 2mf. L1 ED 315 978

Kansas Univ., Lawrence.
Using the Newspaper with Gifted Students.
60p. 1mf. L1 ED 315 944

Keewatin Regional Education Authority, Rankin Inlet (Northwest Territories).
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Final Report.
145p. 2mf. L1 ED 315 638

Kellogg Foundation, Battle Creek, Mich.
Health Promotion Program.
11p. 1mf. L1 ED 316 133

Korean Educational Development Inst., Seoul.
Study on the Autonomy of Educational Administration. Regular Report 86-21.
145p. 2mf. L1 ED 315 839

La Salle Univ., Philadelphia, PA. Urban Studies and Community Services Center.
About Our Jobs.
31p. 1mf. L1 ED 315 552

Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Labor/Higher Education Council, Washington, DC.
Priorities for the New Administration on Work-Learning Issues. Edited Proceedings of the National Meeting of the Labor/Higher Education Council (Linthicum Heights, Maryland, November 30-December 2, 1988).
79p. 1mf. L1 ED 315 592

INSTITUTION INDEX

Laidlaw Foundation, Peoria, Ill.
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344

Lake Tahoe Community Coll. District, South Lake Tahoe, CA.
Proposed Human Resources Development Plan.
25p. 1mf. L1 ED 316 266

Lamar Univ., Beaumont, Tex.
Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Latin American Research and Service Agency, Denver, CO.
Hispanic Agenda Opinion Poll.
30p. 1mf. L2 ED 316 628

Hispanic Knowledge, Attitudes and Beliefs about AIDS: A Survey in Four Southwestern States.
117p. 2mf. L2 ED 316 621

Library of Congress, Washington, D.C. Congressional Research Service.
Foreign Language and International Education: The Federal Role. CRS Report for Congress.
51p. 1mf. L1 ED 316 046

Lilly Endowment, Inc., Indianapolis, Ind.
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Lincoln National Corp., Fort Wayne, IN.
Child Care Is Good Business: An Agenda for Fort Wayne.
71p. 1mf. L1 ED 316 325

Literacy Assistance Center, New York, NY.
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

Study of Adult Literacy Curricula.
43p. 1mf. L1 ED 315 594

Literacy Council of Alaska, Fairbanks.
English as a Second Language: A Collection of Methods and Materials for Training Volunteers.
191p. 2mf. L2 ED 316 051

Los Angeles Blue Ribbon Committee for Affordable Housing, CA.
Housing in Los Angeles: Affordable Housing for the Future.
82p. 1mf. L1 ED 316 593

Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Eastman Curriculum Design Project: First-Year Implementation Report, 1986-87. Publication No. 512.
275p. 3mf. L1 ED 316 031

First Follow-Up of Special Education Graduates, 1986. Publication No. 525.
157p. 2mf. L1 ED 315 968

Special Education Postsecondary Longitudinal Study: Preliminary Report, 1985-86. Publication No. 482.
73p. 1mf. L1 ED 315 967

Louisiana Council for Music and Performing Arts, New Orleans.
Louisiana Slide Library; A Humanities Program. Bulletin 1755.
173p. 2mf. L1 ED 316 451

Louisiana State Dept. of Education, Baton Rouge.
Advanced Piano Study with an Independent Studio Teacher: Guidelines. Bulletin 1829.
42p. 1mf. L1 ED 316 469

GUMBO: Louisiana Games Uniting Mind and Body. Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Bulletin 1830.
67p. 1mf. L1 ED 315 995

I Can Too! Bulletin 1831.
224p. 3mf. L1 ED 315 996

Louisiana Migrant Health Manual. Bulletin 1805.
85p. 1mf. L1 ED 316 365

Louisiana State Dept. of Education, Baton Rouge. Arts and Humanities Section.
Louisiana Slide Library; A Humanities Program. Bulletin 1755.
173p. 2mf. L1 ED 316 451

Louisiana State Dept. of Education, Baton Rouge. Office of Special Educational Services.
Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Louisiana State Univ., Baton Rouge. School of Library and Information Science.
Adult Services in the Eighties: Final Report.
148p. 2mf. L1 ED 316 264

Maine State Dept. of Educational and Cultural Services, Augusta.
New Beginnings: A Guide to Screening.
106p. 2mf. L2 ED 316 315

Manchester Univ. (England). Centre for Adult and Higher Education.
Student Autonomy in Adult Classes. Manchester Monographs No. 26.
56p. 1mf. L1 ED 315 604

Manitoba Univ., Winnipeg.
Abstracts in Adapted Physical Activity (AAPA). Volume II.
67p. 1mf. L1 ED 315 969

Maricopa County Community Coll. District, Phoenix, Ariz.
Predicting Institutional Turnover from Spring to Fall Semester among Part-Time Community College Students Intending To Stay: Final Report to the Maricopa Community Colleges.
84p. 1mf. L1 ED 316 280

Marine Corps, Washington, D.C.
Curriculum Evolution. Marine Corps Command and Staff College 1920-1988. Occasional Paper.
111p. 2mf. L1 ED 316 151

Marshall Univ., Huntington, W. Va.
H.E.L.P. (Higher Education for Learning Problems).
20p. 1mf. L1 ED 316 108

Maryland State Dept. of Education, Baltimore.
Enhancing Leadership in the Integration of Technology in Curriculum and Instruction.
5p. 1mf. L1 ED 316 177

Maryland's Statewide Educational Technology Network: Description & Evaluation. Research & Evaluation Report.
80p. 1mf. L1 ED 316 188

Maryland Univ., College Park. Counseling Center.
Using a Taped Mini-Course in Statistics as an Adjunct to Business Statistics. Research Report #13-89.
9p. 1mf. L1 ED 316 213

Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Undergraduate Experience of Students Who Graduate. Maryland Longitudinal Study Research Highlights. Research Report No. 14.
23p. 1mf. L1 ED 316 160

Maryland Univ., College Park. Office of Institutional Studies.
Introduction to the Surveys of Applicants Who Accepted or Declined Admission to UMCP.
70p. 1mf. L1 ED 316 157

Study of the Foreign Language Preparation of New Freshmen (Fall 1985).
28p. 1mf. L1 ED 316 158

Massachusetts Inst. of Technology, Cambridge. Quality Education for Minorities Project.
Education That Works: An Action Plan for the Education of Minorities.
139p. 2mf. L1 ED 316 626

Education That Works: An Action Plan for the Education of Minorities. Report Summary.
24p. 1mf. L1 ED 316 627

Massachusetts State Dept. of Education, Boston.
Children without Homes. A Report by the Massachusetts Department of Education.
27p. 1mf. L1 ED 316 629

Massachusetts State Dept. of Public Health, Boston.
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

Massachusetts Univ., Amherst. Center for International Education.
Ashton-Warner Literacy Method. Technical Note No. 5.
21p. 1mf. L2 ED 316 059

Meadows Foundation, Dallas, Tex.
Meadows Principal Improvement Program and Meadows Principalship Program Interim Evaluation.
25p. 1mf. L1 ED 316 086

Metrodocs, Oklahoma City, OK.
Guide to Codes, Handbooks and Standards Publicly Available in Oklahoma Libraries. Metrodocs Monograph Three.
23p. 1mf. L1 ED 316 237

Model Acts and Regulations. Metrodocs Monograph Two.
13p. 1mf. L1 ED 316 238

Michigan State Board of Education, Lansing.
Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Michigan State Dept. of Education, Lansing.
Bilingual Instruction in Michigan. A Position Statement by the State Board of Education.
15p. 1mf. L1 ED 316 023

Interpretation of: The Michigan Essential Goals and Objectives for Mathematics Education.
255p. 3mf. L1 ED 316 443

Michigan State Dept. of Education, Lansing. Special Education Services.
Secondary Special Education Program Manual.
284p. 3mf. L1 ED 315 987

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.
26p. 1mf. L1 ED 315 953

Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

Michigan Univ., Ann Arbor. Program for Educational Opportunity.
America's Hispanic Heritage: An Overview of Hispanics in the United States.
23p. 1mf. L1 ED 316 370

Michigan Univ., Ann Arbor. School of Education.
Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Middle East Outreach Council.
Middle East Materials for Teachers, Students, Non-Specialists.
156p. 2mf. L1 ED 316 482

Millersville State Coll., Pa.
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Ministry of Education and Culture, Jerusalem (Israel).
Gifted Children and Science Oriented Youth. Information Booklet.
37p. 1mf. L1 ED 315 997

Minnesota Univ., Minneapolis.
Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Minnesota Plan II for Improving the Academic Environment and Campus Climate for University of Minnesota Women Faculty, Administrators, and Academic Professional Staff. A Working Paper--December 1988.
9p. 1mf. L1 ED 316 163

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
Assessing and Developing the Adaptive Functioning of Handicapped Children and Youth. Final Report October 1984-September 1987.
47p. 1mf. L1 ED 315 971

Minnesota Univ., Minneapolis. General Coll.
Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
24p. 1mf. L1 ED 315 955

Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Corporate Takeovers: Assessment of Resulting Training Needs. Training and Development Research Center Project Number Thirty-Three.
27p. 1mf. L1 ED 315 653

Missouri State Dept. of Elementary and Secondary Education, Jefferson

City. Div. of Vocational and Adult Education.
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659
Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662
Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Missouri Univ., Columbia. Instructional Materials Lab.
Agricultural Construction Volume I. Arc Welding Project Construction. Instructor's Guide.
295p. 4mf. L2 ED 315 657
Agricultural Construction Volume II. Oxy-Gas and Other Cutting/Welding Processes. Woodworking, Metals, Finishing. Instructor's Guide.
362p. 4mf. L2 ED 315 658
Electronics. Module 1: Electronic Safety. Instructor's Guide.
91p. 1mf. L2 ED 315 659
Electronics. Module 2: Fundamentals of Electronics. Instructor's Guide.
341p. 4mf. L2 ED 315 660
Electronics. Module 3: Digital Logic Application. Instructor's Guide.
216p. 3mf. L2 ED 315 661
Electronics. Module 4: Circuit Construction Techniques. Instructor's Guide.
92p. 1mf. L2 ED 315 662
Missouri Introduction to Materials and Processing Technology. Instructor Guide.
442p. 5mf. L2 ED 315 656

Missouri Univ., St. Louis.
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
14p. 1mf. L1 ED 316 120

Montclair State Coll., Upper Montclair, N.J.
Educational Opportunity Fund Legal Studies Program.
10p. 1mf. L1 ED 316 101

MPR Associates, Berkeley, CA.
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Murray State Univ., Ky.
Expanding the University Environment in Rural Communities.
68p. 1mf. L1 ED 316 130

National Academy of Engineering, Washington, D.C.
Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

National Academy of Sciences - National Research Council, Washington, D.C.
High-School Biology Today and Tomorrow. Papers Presented at a Conference.
360p. mf. L3 ED 316 433

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.
Annual Report of the Mathematical Sciences Education Board.
19p. 1mf. L1 ED 316 400

National Agricultural Library, Beltsville, MD.
Adult/Patient Nutrition Education Materials. January 1982-October 1989. Quick Bibliography Series.
46p. 1mf. L1 ED 316 527

Worksite Health Promotion. Special Reference Briefs.
37p. 1mf. L1 ED 316 528

National Alliance to End Homelessness, Washington, DC.
Housing and Homelessness: A Report.
72p. 1mf. L1 ED 316 600

National Archives and Records Administration, Washington, DC.
Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989. Bicentennial Edition.
475p. 5mf. L1 ED 316 468

Guide to the Records of the United States Senate at the National Archives, 1789-1989. Bicentennial Edition.
367p. 4mf. L1 ED 316 467

National Assessment of Educational Progress, Princeton, NJ.
Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

National Assessment of Vocational Education (ED), Washington, DC.
Access, Achievement, Completion, and "Milling Around" in Postsecondary Vocational Education.
419p. 5mf. L1 ED 315 548

Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.
41p. 1mf. L1 ED 315 521

Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.
241p. 3mf. L1 ED 315 522

Changes in the Nature and Structure of Work: Implications for Employer-Sponsored Training.
24p. 1mf. L1 ED 315 514

Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Course Enrollment Patterns in Public Secondary Schools 1969 to 1987.
234p. 3mf. L1 ED 315 545

Course Enrollment Patterns in Secondary Schools: 1975 to 1987.
301p. 4mf. L1 ED 315 546

Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

Employer-Sponsored Training: Current Status, Future Possibilities.
32p. 1mf. L1 ED 315 531

Enrollment Trends in Vocational and Academic Education in American Public High Schools, 1969 to 1987.
111p. 2mf. L1 ED 315 543

Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.
144p. 2mf. L1 ED 315 532

Exemplary Secondary Vocational Education: An Exploratory Study of

Seven Programs.
235p. 3mf. L1 ED 315 547

Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Information Disclosure in Postsecondary Vocational Education: Possibilities and Practices. Revised.
27p. 1mf. L1 ED 315 517

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

Long Time 'A Coming': Options for Federal Financing of Postsecondary Vocational Education.
69p. 1mf. L1 ED 315 549

Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Models of Vocational Training for Limited English Proficient Adults.
29p. 1mf. L1 ED 315 520

Performance-Based Policies Options for Postsecondary Vocational Education: A Feasibility Study.
141p. 2mf. L1 ED 315 535

Performance-Based Public Policy toward Postsecondary Vocational Education: Some Economic Issues.
36p. 1mf. L1 ED 315 527

Private Sector Training in the United States: Who Gets It and Why.
48p. 1mf. L1 ED 315 529

Public Subsidies and Private Training.
19p. 1mf. L1 ED 315 530

Reflections on the Federal Role in Vocational Education: Lessons from the State and Local Reforms of the 1980's. Draft.
38p. 1mf. L1 ED 315 519

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Search for a Bottom Line in Vocational Training: What Lessons Are Offered by the Job Training Partnership Act?
28p. 1mf. L1 ED 315 518

Secondary Schools Taxonomy (SST).
255p. 3mf. L1 ED 315 544

Should We Subsidize Enrollment in or Completion of Postsecondary Schooling?
23p. 1mf. L1 ED 315 523

Skills, Skill Formation, Productivity and Competitiveness: A Cross-National Comparison of Banks and Insurance Carriers in Five

Advanced Economies.
18p. 1mf. L1 ED 315 525

State and Local Response to the Carl D. Perkins Act. Case Study Analysis. Final Report.
313p. 4mf. L1 ED 315 537

State and Local Response to the Carl D. Perkins Act. Survey Analysis. Final Report.
342p. 4mf. L1 ED 315 536

Student Financial Aid and Postsecondary Vocational Education.
124p. 2mf. L1 ED 315 542

Using State Unemployment Insurance Wage-Records to Trace the Subsequent Labor Market Experiences of Vocational Education Program Leavers.
61p. 1mf. L1 ED 315 528

Utilizing Corporate Survey Data to Study Investments in Employee Training and Development.
19p. 1mf. L1 ED 315 515

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

National Association of Elementary School Principals, Alexandria, VA.

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Nine Steps to a Successful Summer School.
5p. 1mf. L1 ED 315 917

National Association of Independent Schools, Boston, Mass.

Middle School Handbook.
70p. 1mf. L2 ED 315 877

NAIS Statistics, Fall 1989: Tuitions, Teachers Salaries, Administrator and Staff Salaries, 1989-90.
52p. 1mf. L2 ED 315 878

National Association of Secondary School Principals, Reston, Va.

How To Improve Curriculum Leadership--Twelve Tenets. Tips for Principals from NASSP.
4p. 1mf. L2 ED 315 905

Procedural Due Process and Fairness in Student Discipline. A Legal Memorandum.
10p. 1mf. L2 ED 315 888

School-Site Management.
8p. 1mf. L2 ED 315 851

National Association of State Universities and Land Grant Colleges, Washington, D.C.

New Directions for a New Decade. A Report to the Cooperative

Extension System.
17p. 1mf. L1 ED 315 590

National Center for Education Statistics (ED), Washington, DC.

Comparative Financial Statistics for Public Community and Junior Colleges 1988-89.
103p. 2mf. L2 ED 316 293

Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.
116p. 2mf. L1 ED 316 169

Key Statistics for Public Elementary and Secondary Education: School Year 1989-90. Early Estimates. Survey Report.
14p. 1mf. L1 ED 315 886

Pocket Projections, 1977-78 to 1999-2000.
5p. 1mf. L1 ED 315 922

Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1988-89. Final Tabulations. E.D. TABS.
28p. 1mf. L1 ED 315 921

Reading Report Card, 1971-88: Trends from the Nation's Report Card.
69p. 1mf. L1 ED 315 728

Writing Report Card, 1984-88: Findings from the Nation's Report Card.
111p. 2mf. L1 ED 315 780

National Center for Missing and Exploited Children, Arlington, VA.

Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

National Center for Research in Vocational Education, Berkeley, CA.

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

National Center for Research on Teacher Education, East Lansing, MI.

Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

National Center on Education and Employment, New York, NY.
Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

National Center on Effective Secondary Schools, Madison, WI.
Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

National Commission for Employment Policy (DOL), Washington, D.C.
Training Hispanics: Implications for the JTPA System. Special Report Number 27.
93p. 1mf. L1 ED 315 583

National Committee for Citizens in Education, Columbia, Md.
Middle School Years: A Parents' Handbook.
97p. 2mf. L1 ED 316 310

National Committee on Pay Equity, Washington, DC.
Closing the Wage Gap. An International Perspective.
17p. 1mf. L1 ED 316 638

Cost of Pay Equity in Public and Private Employment.
202p. 3mf. L1 ED 316 639

Wage Gap: Briefing Paper #1.
8p. 1mf. L1 ED 316 637

National Conference of State Legislatures, Denver, CO.
Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889

National Council for the Social Studies, Washington, D.C.
Notable 1988 Children's Trade Books in the Field of Social Studies.
10p. 1mf. L1 ED 316 479

National Council of Returned Peace Corps Volunteers, Washington, DC.
Audiovisual Techniques Handbook.
46p. 1mf. L1 ED 316 198

National Council of Teachers of English, Urbana, Ill.
Encountering Student Texts: Interpretive Issues in Reading Student Writing.
251p. 3mf. L1 ED 315 789

Trends and Issues in English Instruction, 1990--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
15p. 1mf. L1 ED 315 793

National Council of Teachers of Mathematics, Inc., Reston, Va.
Guidelines for the Use of Calculators in Competitions.
30p. mf. L3 ED 316 401

Projects to Enrich School Mathematics, Level 1.
174p. mf. L3 ED 316 441

National Council on Disability, Washington, DC.
Education of Students with Disabilities: Where Do We Stand? A Report to the President and the Congress of the United States.
86p. 1mf. L1 ED 315 961

National Education Association, Washington, D.C.

Conditions & Resources of Teaching. A Special Report by NEA.
86p. 1mf. L1 ED 316 524

Public and K-12 Teacher Members. NEA Research/Gallup Opinion Polls. Spring 1987 Annual Public Polls.
36p. 1mf. L1 ED 316 523

Retirement Provisions Survey. 1985-86.
40p. 1mf. L1 ED 316 522

Teacher Supply & Demand Guidebook. Strategic Planning for Association Program Development.
36p. 1mf. L1 ED 316 517

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. Second Edition.
43p. 1mf. L2 ED 316 526

National Endowment for the Arts, Washington, D.C.

"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Preserving Traditional Arts: A Toolkit for Native American Communities.
403p. 5mf. L1 ED 316 376

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.
42p. 1mf. L1 ED 315 765

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8

2.6.
27p. 1mf. L1 ED 315 762

Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754

Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

National Endowment for the Humanities (NFAH), Washington, D.C.

"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

National Endowment for the Humanities 23rd Annual Report--1988.
178p. 2mf. L1 ED 316 456

Teaching about the Voyages of Columbus: A Turning Point in World History. Six Lessons for Secondary United States History Classes.
64p. 1mf. L1 ED 316 463

National Governors' Association, Washington, D.C.

America in Transition: The International Frontier. Report of the Task Force on International Education.
33p. 1mf. L2 ED 316 447

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

Study of the State Management of the Job Training Partnership Act.
139p. 2mf. L1 ED 315 591

National Inst. of Education (ED), Washington, DC.

Alternative Approach to Strengthening the Connection of Dissemination and Improvement in Education.
9p. 1mf. L1 ED 316 186

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

INSTITUTION INDEX

National Inst. of Mental Health (DHHS), Bethesda, Md.
Clinical Training Grant for the Development of Minority and Disadvantaged Students.
22p. 1mf. L1 ED 316 122

Informal Social Support: A Close Look at a Community-Based Volunteer Aftercare Program for the Emotionally Disturbed.
17p. 1mf. L1 ED 315 698

National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Chartbook on Disability in the United States.
67p. 1mf. L1 ED 316 007

Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

Sociocultural Adaptations among Cuban Emigre Women in Miami, Florida.
15p. 1mf. L1 ED 316 635

National Institutes of Health (DHHS), Bethesda, Md.
Activating Interpersonal Influence in Health Promotion: A Field Test of Iowa's Program Against Smoking.
39p. 1mf. L1 ED 315 824

Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input.
13p. 1mf. L1 ED 315 941

National Lekotek Center, Evanston, IL.
1989/90 Innotek Software Resource Guide. A Guide for Selecting Software for Children with Special Needs.
129p. 2mf. L2 ED 316 223

National Organization on Legal Problems of Education, Topeka, Kans.
Documentation System for Teacher Improvement or Termination: Revised.
27p. 1mf. L2 ED 315 895

National Policy Board for Educational Administration, Charlottesville, VA.
Importance of Being Pluralistic. Improving the Preparation of School Administrators. Notes on Reform, No. 6.
47p. 1mf. L1 ED 315 874

National PTA, Chicago, Ill.
PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
15p. 1mf. L1 ED 316 342

National Rural and Small Schools Consortium, Bellingham, WA.
Survey of HIV Education Programs in Rural Teacher Training Institutions.
15p. 1mf. L1 ED 316 533

National Science Foundation, Washington, D.C.
Center for Science and Mathematics Education (CSME).
10p. 1mf. L1 ED 316 123

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

Knowledge Acquisition in Observational Astronomy.
20p. 1mf. L1 ED 316 408

Lending Library of Physics Demonstrations.
38p. 1mf. L1 ED 316 088

Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Meaningful Mathematics, Kindergarten. Teacher's Guide to Lesson Plans.
131p. 2mf. L2 ED 316 385

Meaningful Mathematics, Level Five. Recording Forms and Worksheets for Pupil Use.
173p. 2mf. L2 ED 316 395

Meaningful Mathematics, Level Five. Teacher's Guide to Lesson Plans.
236p. 3mf. L2 ED 316 394

Meaningful Mathematics, Level Four. Recording Forms and Worksheets for Pupil Use.
310p. 4mf. L2 ED 316 393

Meaningful Mathematics, Level Four. Teacher's Guide to Lesson Plans.
336p. 4mf. L2 ED 316 392

Meaningful Mathematics, Level One. Recording Forms and Worksheets for Pupil Use.
95p. 1mf. L2 ED 316 387

Meaningful Mathematics, Level One. Teacher's Guide to Lesson Plans.
219p. 3mf. L2 ED 316 386

Meaningful Mathematics, Level Six. Recording Forms and Worksheets for Pupil Use.
148p. 2mf. L2 ED 316 397

Meaningful Mathematics, Level Six. Teacher's Guide to Lesson Plans.
230p. 3mf. L2 ED 316 396

Meaningful Mathematics, Level Three. Recording Forms and Worksheets for Pupil Use.
281p. 3mf. L2 ED 316 391

Meaningful Mathematics, Level Three. Teacher's Guide to Lesson Plans.
271p. 3mf. L2 ED 316 390

Meaningful Mathematics, Level Two. Recording Forms and Worksheets for Pupil Use.
335p. 4mf. L2 ED 316 389

Meaningful Mathematics, Level Two. Teacher's Guide to Lesson Plans.
278p. 3mf. L2 ED 316 388

Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

Research: How Are We Doing?
55p. 1mf. L1 ED 316 580

Teaching Economics as a Laboratory Science.
24p. 1mf. L1 ED 316 448

Using Conceptual Change Research To Reason about Curriculum. Research Series No. 195.
31p. 1mf. L1 ED 316 436

National Science Foundation, Washington, D.C. National Science Board.
Science & Engineering Indicators--1989.
455p. 5mf. L1 ED 316 444

National Urban League, Inc., New York, N.Y. Education Div.
What Students Need To Know. Urban League National Education Institute Tool Box.
152p. 2mf. L1 ED 316 636

Nebraska Univ., Omaha. Center for Applied Urban Research.
Accommodating Individuals with Special Needs in the Workplace. Module III. Job Match: Together for Good Business.
153p. 2mf. L1 ED 316 012

Building Effective Partnerships: A Win-Win Approach. Module II. Job Match: Together for Good Business.
110p. 2mf. L1 ED 316 011

Business Practices and Resources. Job Match: Together for Good Business.
121p. 2mf. L1 ED 316 014

Inside and Outside the Corporation: Human Relations Factors. Module IV. Job Match: Together for Good Business.
23p. 1mf. L1 ED 316 013

Introductory Guide: How To Use This Kit. Job Match: Together for Good Business.
29p. 1mf. L1 ED 316 009

Workers with Special Needs: An Overview. Module I. Job Match: Together for Good Business.
46p. 1mf. L1 ED 316 010

New Brunswick Dept. of Education, Fredericton (Canada).
Adult Education at a Distance.
17p. 1mf. L1 ED 315 612

History of Adult Vocational Education in Canada.
22p. 1mf. L1 ED 315 611

History of Adult Vocational Education in New Brunswick.
16p. 1mf. L1 ED 315 634

New Hampshire Association for the Education of Young Children, Concord.
New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

New Hampshire State Dept. of Education, Concord.
New Hampshire Kindergarten Handbook: A Guide to the Development of Local Kindergarten Programs.
38p. 1mf. L1 ED 316 316

Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
In-Class Instructional Model for Basic Skills Improvement in Grades K-6: A Resource Manual for Administrators, Supervisors and Teachers.
42p. 1mf. L1 ED 316 340

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Gifted Education: A State Plan for New Jersey.
35p. 1mf. L1 ED 315 943

Help at Home for Learning in School.
41p. 1mf. L1 ED 315 696

Improving Mathematical Skills Assessed on the High School Proficiency Test: Measurement and Geometry.
104p. 2mf. L1 ED 316 437

New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
Computers in Fundamental Mathematics.
350p. 4mf. L2 ED 316 398

Computers in the Spanish Classroom.
221p. 3mf. L2 ED 316 030

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Great Starts Mathematics Approach 1987-88. OREA Evaluation Section Report.
59p. 1mf. L1 ED 316 399

New York City Office of the Mayor, N.Y.
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

New York State Education Dept., Albany.
Adult Literacy Information and Evaluation System (ALIES): Background, Status and Future Directions.
66p. 1mf. L1 ED 315 595

Amendments to Part 200 of the Regulations of the Commissioner of Education, Adopted by the Board of Regents between February 27,

1987 and March 1, 1989.
16p. 1mf. L1 ED 315 998

College Internship Program.
25p. 1mf. L1 ED 316 090

Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
45p. 1mf. L1 ED 315 596

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1985.
74p. 1mf. L1 ED 315 598

New York City Adult Literacy Initiative. Final Report for Fiscal Year 1986.
67p. 1mf. L1 ED 315 597

Reading Assessment: Autonomous and Pragmatic Models of Literacy. LC Report 88-2.
100p. 2mf. L1 ED 315 555

View from the Inside: Addressing the Impediments to Shared Decision Making. Report of the Select Seminar on Addressing the Impediments to Shared Decision Making.
34p. 1mf. L1 ED 315 848

New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

New York State Education Dept., Albany. Center for Educational and Cultural Opportunities for the Aging.

Educational Elements of a Comprehensive State Policy on Aging.
56p. 1mf. L1 ED 315 620

New York State Education Dept., Albany. Div. of Occupational Education Programs.

Students At-Risk: An Occupational Education Perspective. A Compilation of Information Relating to Students At-Risk.
33p. 1mf. L1 ED 315 586

New York State Education Dept., Albany. Information Center on Education.

Projections of Public and Nonpublic School Enrollment and High School Graduates to 1998-99, New York State.
35p. 1mf. L1 ED 316 573

New York State School Boards Association, Albany.

Principalship. A Position Paper.
34p. 1mf. L1 ED 315 899

Teacher Recruitment and Retention in Rural School Districts.
5p. 1mf. L1 ED 316 356

Textbook Selection: A Master of Local Choice. A Position Paper.
31p. 1mf. L1 ED 315 898

North Carolina Communications Workers of America.

Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

North Carolina Occupational Safety and Health Project, Durham.
Office Workers Stress Survey Results.
23p. 1mf. L1 ED 315 645

North Carolina State Board of Community Colleges, Raleigh.
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

North Carolina State Board of Education, Raleigh.
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

North Carolina State Dept. of Community Colleges, Raleigh.
Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

Planning for Our Future. Phase I: Setting the Direction. Phase II: Setting the Pace.
67p. 1mf. L1 ED 316 306

North Carolina State Dept. of Public Education, Raleigh.
Manual on Cooperative Programs in North Carolina High Schools and Community Colleges.
34p. 1mf. L1 ED 316 286

North Carolina State Dept. of Public Instruction, Div. of Accountability.
Algebra I. Report of Student Performance. End of Course Testing, Spring 1989.
93p. 1mf. L1 ED 316 402

Algebra II. Report of Student Performance. End of Course Testing, Spring 1989.
84p. 1mf. L1 ED 316 403

Biology. Report of Student Performance. End of Course Testing, Spring 1989.
54p. 1mf. L1 ED 316 405

Chemistry. Report of Student Performance. End of Course Testing, Spring 1989.
81p. 1mf. L1 ED 316 406

Geometry. Report of Student Performance. End of Course Testing, Spring 1989.
121p. 2mf. L1 ED 316 404

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.
North Carolina Public Schools Facility Standards: A Guide for Planning School Facilities.
70p. 1mf. L1 ED 315 882

North Carolina Univ., Asheville.
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

North Carolina Univ., Chapel Hill.
Fostering Coherence in a University-Wide Humanities Program through a Comprehensive Faculty Development Project.
11p. 1mf. L1 ED 316 134

North Caroline Univ., Chapel Hill. Board of Governors.
Accountability/Flexibility. Economic Development and Work Force Preparation. Transferability.
42p. 1mf. L1 ED 316 285

North Caroline Univ., Chapel Hill. Dept. of Health and Fitness.
Health Promotion Program.
11p. 1mf. L1 ED 316 133

North Caroline Univ., Chapel Hill. Program in the Humanities and Human Values.
Church, State and Education. Volume IV. Church, State and the First Amendment: A North Carolina Dialogue.
85p. 1mf. L1 ED 316 492

North Caroline Univ., Charlotte. Coll. of Education and Allied Professions.
Motivation Materials for Junior High School Physical Science.
29p. 1mf. L1 ED 316 092

North Caroline Univ., Greensboro.
Graduate Language Institute in French/Spanish.
11p. 1mf. L1 ED 316 124

Honors Workshop for Middle School Science Teachers. Final Report.
34p. 1mf. L1 ED 316 144

Project ARCHIMEDES: Applications, Reasoning and Concepts for High School Instructors: Making Educational Discoveries and Expanding Skills.
31p. 1mf. L1 ED 316 107

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Remembering Our Students.
15p. 1mf. L1 ED 315 783

North Shore Community Coll., Beverly, Mass.
Mandate for the 90's: Research on Success of General Educational Development (GED) Recipients in Higher Education.
158p. 2mf. L1 ED 316 303

North Texas State Univ., Denton.
Emergency Administration and Planning Institute.
8p. 1mf. L1 ED 316 131

North York Board of Education, Willowdale (Ontario).
CHOICES: The Perspective of Participating Students and Staff. Year II.
66p. 1mf. L1 ED 315 697

Core French Program Review: Grades 3-8. Summary Report.
34p. 1mf. L1 ED 316 570

Effect of Sex-Segregated Mathematics Classes on Student Attitudes, Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year II.
82p. 1mf. L1 ED 316 419

Effect of Sex-Segregated Mathematics Classes on Student Attitudes,

Achievement and Enrollment in Mathematics: A. Y. Jackson Secondary School, Year III.
82p. 1mf. L1 ED 316 420

Impact of the 4MAT System as a Curriculum Delivery Model. Research Report.
71p. 1mf. L1 ED 316 567

Industrial Arts Review. Report to Committee.
46p. 1mf. L1 ED 316 571

Quality Assurance--North York Schools: Assessing and Planning for Achievement, August 1989.
58p. 1mf. L1 ED 316 568

Quality Assurance--North York Schools: School Review Process for Elementary Schools.
43p. 1mf. L1 ED 316 569

Northeastern Univ., Boston, Mass. Center for Labor Market Studies.
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Northern State Univ., Aberdeen, SD.
"Canterbury Tales" Institute.
15p. 1mf. L1 ED 316 097

Children's Lab at Northern State University. Elementary Teachers Moving toward Scientific Literacy.
43p. 1mf. L1 ED 316 096

Computer Aided Art Major.
7p. 1mf. L1 ED 316 117

Honors Program.
18p. 1mf. L1 ED 316 098

Improvement of Under Prepared Mathematics and Science Teachers.
9p. 1mf. L1 ED 316 119

International Business Studies.
14p. 1mf. L1 ED 316 118

Northwest Regional Educational Lab., Portland, Oreg.
School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

Oakland County Schools, Pontiac, Mich.
Student Absenteeism--School Dropouts: The Cause--How To Resolve? Interviews with 205 Persons Representing Students, Educational and Community Agencies. READ: A Resource Handbook for School Administrators, Volume XIV.
51p. 1mf. L2 ED 315 859

106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
98p. 2mf. L2 ED 315 857

187 Alternative Educational Programs for Reducing Absenteeism and the Dropout Rate. READ: A Resource Handbook for School Administrators, Volume XIII.
164p. 2mf. L2 ED 315 858

Office of Bilingual Education and Minority Languages Affairs (ED),

Washington, D.C.
Bilingual Education Paraprofessional Training Program.
8p. 1mf. L1 ED 316 091
Bilingual Education: Education Personnel Training Program.
10p. 1mf. L1 ED 316 089
Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Bilingual/Multicultural Education and Counseling Program.
36p. 1mf. L1 ED 316 099
Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104
Office of Education (DHEW), Washington, D.C.
College Internship Program.
25p. 1mf. L1 ED 316 090
Office of Educational Research and Improvement (ED), Washington, DC.
"Beginning To Read: Thinking and Learning about Print" by Marilyn Jager Adams. A Summary.
159p. 2mf. L1 ED 315 740
"Being There" with Kevin Tucker. Report Series 2.5.
23p. 1mf. L1 ED 315 759
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 704
Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.
86p. 1mf. L1 ED 315 665
Adults with Learning Disabilities: An Overview for the Adult Educator. Information Series No. 337.
64p. 1mf. L1 ED 315 664
Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. ASHE-ERIC Higher Education Report 2, 1989.
128p. 2mf. L1 ED 316 075
Assessment for National Teacher Certification. ERIC Digest 7-88.
4p. 1mf. L1 ED 316 545
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 705
Censorship of Curriculum Materials. ERIC Digest Series Number EA44.
4p. 1mf. L1 ED 315 864
Changing World of Work.
46p. 1mf. L1 ED 315 691
Children's Behavior in a Changing World.

36p. 1mf. L1 ED 315 693

Choice of Schools in Six Nations: France, Netherlands, Belgium, Britain, Canada, West Germany.
244p. 3mf. L1 ED 316 478

Classroom as Text: Reading, Interpreting, and Critiquing a Literature Class. Report Series 2.7.
28p. 1mf. L1 ED 315 761

Classroom Management Techniques and Student Discipline.
42p. 1mf. L1 ED 315 883

Comprehensive School Health Education National Programs. Abstracts of the 1989 Awards and Key Contact Directory. Presented at the National Conference (1st, December 10-12, Washington, D.C., 1989).
45p. 1mf. L1 ED 316 516

Coping with Changing Demographics. ERIC Digest Series Number EA45.
4p. 1mf. L1 ED 315 865

Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 706

Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 701

Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 703

Culturally Diverse World.
38p. 1mf. L1 ED 315 685

Culture-Change Approach to School Discipline: Reaction Paper to "School Organization and Student Behavior".
23p. 1mf. L1 ED 315 908

Current State of Assessment in Literature. Report Series 3.1.
57p. 1mf. L1 ED 315 763

Demand and Supply of Minority Teachers. ERIC Digest 12-88.
4p. 1mf. L1 ED 316 546

Diversity Amidst Standardization: State Differential Treatment of Districts. CPRE Research Report Series RR-016.
38p. 1mf. L1 ED 315 903

Educational Indicators: A Guide for Policymakers. CPRE Occasional Paper Series.
49p. 1mf. L1 ED 315 920

Elementary School Counseling in a Changing World.
414p. 5mf. L1 ED 315 684

Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 707

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 709

Evaluating Student Writing: Methods and Measurement. ERIC Digest.
4p. 1mf. L1 ED 315 785

Guide to Resources in Law-Related Education.
80p. 1mf. L1 ED 316 489

Heart and Soul of the Class. Report Series 2.6.
26p. 1mf. L1 ED 315 760

Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
4p. 1mf. L1 ED 316 616

History of Reading and the Uses of Literacy in Colonial Mexico. Technical Report No. 494.
27p. 1mf. L1 ED 315 724

Human Relations in a Changing World.
37p. 1mf. L1 ED 315 694

Images of Reflection in Teacher Education.
58p. 1mf. L1 ED 316 542

Increasing the Utility of Information Systems in Schools: Lessons from the Literature. Multilevel Evaluation Systems Project.
81p. 1mf. L1 ED 316 207

Initiating Change in Schools.
5p. 1mf. L1 ED 315 909

Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 702

Journey with "Great Expectations": Charles Dickens Meets the Ninth Grade; A Teacher Researcher Discovers Life in Another Classroom. Report Series 2.4.
28p. 1mf. L1 ED 315 758

Learning and Reality: Reflections on Trends in Adult Learning. Information Series No. 336.
44p. 1mf. L1 ED 315 663

Learning in a Changing World.
45p. 1mf. L1 ED 315 692

Legislative Studies in State Education Policy, 1976-1988: A Final Summary.
142p. 2mf. L1 ED 315 889

Library Programs: Interlibrary Cooperation and Resource Sharing. Fiscal Year 1987.
25p. 1mf. L1 ED 316 243

Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
4p. 1mf. L1 ED 316 617

Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 699

Multilevel Evaluation Systems Project: Results of Interview Studies. Final Deliverable--January 1990.
54p. 1mf. L1 ED 316 586

Nature of Professional Development Schools. ERIC Digest 4-89.
4p. 1mf. L1 ED 316 548

Parents' Reports of Kindergarten, First-, and Second-Grade Children's Out-of-School Activities and Their Relationship to Science Ability. Technical Report No. 495.
35p. 1mf. L1 ED 316 407

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement: Comparisons Across Years.
33p. 1mf. L1 ED 316 418

Performance Appraisal for Faculty. Implications for Higher Education. From the Program on Faculty as a Key Resource.
59p. 1mf. L1 ED 316 066

Phonics Instruction in New Basal Reader Programs. Technical Report No. 496.
47p. 1mf. L1 ED 315 731

Post-Secondary Developmental Reading. Focused Access to Selected Topics (FAST) Bibliography No. 43.
5p. 1mf. L1 ED 315 739

Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 708

Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives. ASHE-ERIC Higher Education Report 3, 1989.
127p. 2mf. L1 ED 316 076

Process of Understanding Literature. Report Series 2.1.
32p. 1mf. L1 ED 315 755

Progress of Reform: An Appraisal of State Education Initiatives. CPRE Research Report Series RR-014.
71p. 1mf. L1 ED 315 901

Public Library Effectiveness Study: Final Report.
101p. 2mf. L1 ED 316 245

Reflections on Course Planning. Faculty and Students Consider Influences and Goals. From the Program on Curricular Intergration and Student Goals.
225p. 3mf. L1 ED 316 067

Research on the Learning and Teaching of Literature: Selected Bibliography. Resource Series R.1.
57p. 1mf. L1 ED 315 764

Resources in Education (RIE). Volume 25, Number 7.
p. mf. L2 ED 315 504

School District Restructuring in Sante Fe, New Mexico. CPRE Research Report Series RR-017.
31p. 1mf. L1 ED 315 902

School Improvement Network: 1989 Directory 2nd Edition .
168p. 2mf. L1 ED 315 900

School-to-Work Transition for At-Risk Youth. Information Series No. 339.
86p. 1mf. L1 ED 315 666

Selected Bibliography of Materials and Approaches in the Learning and Teaching of Literature. Resource Series R.2.

42p. 1mf. L1 ED 315 765

Social Organization of Classes and Schools. Issue Paper 89-2.
26p. 1mf. L1 ED 316 521

Standards for Programs Involving the Gifted and Talented.
17p. 1mf. L1 ED 315 924

Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.
3p. 1mf. L1 ED 315 700

Taking the Fear Away from Learning: Observations of Contemporary Fiction Taught by Carol Johnson at the Chestnut Hill School in a City in New York. Report Series 2.3.
26p. 1mf. L1 ED 315 757

Teacher as Mentor-Guide: Joe Allen on "Antigone." Report Series 2.8.
27p. 1mf. L1 ED 315 762

Teaching Literature in Elementary School: A Report of a Project on the Elementary School Antecedents of Secondary School Literature Instruction. Report Series 1.3.
54p. 1mf. L1 ED 315 754

Teaching Literature in High School: A Teacher-Research Project. Report Series 2.2.
16p. 1mf. L1 ED 315 756

Teaching of Literature in Programs with Reputations for Excellence in English. Report Series 1.1.
45p. 1mf. L1 ED 315 753

Technological World.
43p. 1mf. L1 ED 315 690

Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
4p. 1mf. L1 ED 316 615

Use of Local Area Networks in Schools. ERIC Digest.
4p. 1mf. L1 ED 316 249

Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Using Research Knowledge To Improve Teacher Education. A Problem Solving Approach. Final Report--Project Portrayal.
195p. 3mf. L1 ED 316 541

Violence in Sports. ERIC Digest 1-89.
4p. 1mf. L1 ED 316 547

Voice and Choice in Chicago. Draft.
41p. 1mf. L1 ED 315 870

When Schools and Colleges Work Together. ERIC Digest 20-88.
5p. 1mf. L1 ED 316 544

(Continued)

(Continued)

Office of Educational Research and Improvement (ED), Washington, DC.

World of Changing Families.
40p. 1mf. L1 ED 315 686

World of Child Abuse and Neglect.
37p. 1mf. L1 ED 315 688

World of Drug Abuse.
51p. 1mf. L1 ED 315 687

World of Exceptional Children.
30p. 1mf. L1 ED 315 689

Writing Exercises for High School Students. Teaching Resources in the ERIC Database (TRIED) Series.
91p. 1mf. L1 ED 315 792

Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
28p. 1mf. L1 ED 316 434

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Just in Case...Parental Guidelines in Case You Are Considering Daycare.
8p. 1mf. L1 ED 316 335

Promising Strategies for Improving Student Behavior.
40p. 1mf. L1 ED 315 910

Office of Libraries and Learning Technologies (ED), Washington, DC.

Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Office of Naval Research, Arlington, Va.

Designing and Implementing an "Intelligent" Multimedia Tutoring System for Repair Tasks: Final Report.
50p. 1mf. L1 ED 316 217

Office of Policy Development, Washington, DC.

Up from Dependency: A New National Public Assistance Strategy. Supplement 1: The National Public Assistance System. Volume 1: An Overview of the Current System.
125p. 2mf. L1 ED 316 588

Up from Dependency: A New National Public Assistance Strategy. Supplement 3: A Self-Help Catalog.
520p. 6mf. L1 ED 316 591

Office of Special Education and Rehabilitative Services (ED),

Washington, DC.
Career Education for Transition: Critical Issues.
125p. 2mf. L1 ED 315 957

Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions.
646p. 7mf. L1 ED 315 970

Effectiveness of Home-Based Consultation in Increasing Student Academic Responding. Research Report No. 19. University of Minnesota Instructional Alternatives Project.
86p. 1mf. L1 ED 316 000

Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
78p. 1mf. L2 ED 315 993

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #2. A Working Paper.
24p. 1mf. L1 ED 315 955

Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography. Supplement #1. A Working Paper.
31p. 1mf. L1 ED 315 954

Selective Literature Review Concerning the Psychosocial Issues of LD Adolescents and Adults.
21p. 1mf. L1 ED 315 956

Social Validity of Three Interventions Targeting Increases in Academic Engaged Time. Research Report No. 21. University of Minnesota Instructional Alternatives Project.
49p. 1mf. L1 ED 316 001

Office of Transportation (USDA), Washington, DC.
Reconnecting Rural America. Report on Rural Intercity Passenger Transportation.
128p. 2mf. L1 ED 316 358

Office of Vocational and Adult Education (ED), Washington, DC.
Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs.
46p. 1mf. L2 ED 315 511

Shared-Time versus Full-Time Vocational High Schools in Delaware: An Assessment.
78p. 1mf. L2 ED 315 607

Teachers of Vocational Education Teachers.
23p. 1mf. L1 ED 315 600

Ohio Education 2000 Commission, Columbus.
Game Plan for National Championship for Ohio's Public Schools: A Report to Governor Richard F. Celeste by the Ohio Education 2000 Commission.
50p. 1mf. L1 ED 315 875

Ohio State Council on Vocational Education, Westerville.
Preparation for Productivity. Vocational-Technical Education in Ohio. Twentieth Annual Report. Fiscal Year 1989.
32p. 1mf. L1 ED 315 618

Ohio State Dept. of Education, Columbus.
Chapter One in Ohio: Education Consolidation and Improvement Act. 23rd Annual Evaluation Report, Fiscal 1988.
25p. 1mf. L1 ED 316 308

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
Ohio's Career Education Program.
9p. 1mf. L1 ED 315 640

Ohio State Univ., Columbus. Center on Education and Training for Employment.
Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers To Serve Limited English-Proficient Students.
40p. 1mf. L1 ED 315 632

Prepare for a Community Survey. Second Edition. Module A-1 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
77p. 1mf. L1 ED 315 644

Ohio State Univ., Columbus. Coll. of Social Work.
People of Appalachia: A Research Bibliography 1980-1988.
64p. 1mf. L1 ED 316 382

Ohio State Univ., Columbus. Cooperative Extension Service.
Proceeding for the Symposium on Research in Extension Education (Columbus, Ohio, May 16-18, 1989).
376p. 4mf. L1 ED 315 507

Ohio State Univ., Columbus. Research Foundation.
Using Research Knowledge To Improve Teacher Education: Implementation of an Induction Program for Inquiring Professionals--Part A: The Project Portrayal, Part B: The Program Assessment Report, Part C: The Practice Profile, Appendices.
614p. 7mf. L1 ED 316 543

Oklahoma State Dept. of Education, Oklahoma City.
Information Skills: Library Media. Suggested Learner Outcomes: Grades K-12.
96p. 1mf. L1 ED 316 257

Teacher Education and Certification Handbook.
194p. 3mf. L1 ED 316 538

Old Dominion Univ., Norfolk, Va.
Alan Rufus Tonelson Teaching and Learning Center.
9p. 1mf. L1 ED 316 113

Ontario Inst. for Studies in Education, Toronto.
Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Ontario Psychological Foundation, Don Mills.
Canadian Families: A Resource Guide.
81p. mf. L3 ED 316 460

Oregon School Study Council, Eugene.
Reading Instruction for At-Risk Students: Implications of Current Research.
33p. 1mf. L1 ED 315 872

Oregon State Dept. of Education, Salem.
Nuclear Age Education Curriculum.
233p. 3mf. L1 ED 316 450

Oregon Statewide Writing Assessment, Grade 8: Results and Analysis.
71p. 1mf. L1 ED 315 795

Resource Guide for Oregon Educators on Developing Student Responsibility: 1989.
75p. 1mf. L1 ED 315 885

Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
International Trade Curriculum. A Joint Vocational Education Curriculum Project of Alaska, Oregon & Washington.
100p. 2mf. L1 ED 315 589

Oregon State Dept. of Education, Salem. Student Services Section.
Education of Homeless Children and Youth, 1989.
25p. 1mf. L1 ED 316 631

Organisation for Economic Cooperation and Development, Paris (France).
Education in OECD Countries, 1986-87. A Compendium of Statistical Information.
132p. 2mf. L2 ED 316 495

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Information Technologies in Education. The Quest for Quality Software.
125p. 2mf. L2 ED 316 208

PACER Center, Inc., Minneapolis, MN.
Reference Manual for Parent Training about Supported Employment. Second Edition. Revised.
78p. 1mf. L2 ED 315 993

Pelavin Associates, Inc., Washington, DC.
Financing Postsecondary Training.
45p. 1mf. L1 ED 315 526

Pennsylvania State Dept. of Education, Harrisburg.
Where We Live: A Curriculum Guide. ABE Materials that Address Housing Issues.
104p. 2mf. L1 ED 315 553

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Pennsylvania State Univ., University Park.

Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1984-88. Final Report.
71p. 1mf. L1 ED 315 584

Pennsylvania State Univ., University Park. Center for the Study of Child and Adolescent Development.
Teaching toward Peace and Social Responsibility in the Early Elementary Years: A Friends School Case Study. Scholarly Report Series No. 27.
39p. 1mf. L1 ED 316 321

Pennsylvania State Univ., University Park. Coll. of Agriculture.
Assessment of Undergraduate Education in American Colleges of Agriculture. Part I: Perceptions of Faculty. Part II: Perceptions of Graduating Seniors. Part III: Perceptions of Other University Students.
107p. 2mf. L1 ED 315 573

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
Penn State Adult Literacy Courseware: Impact on Parents and Children. Final Report.
18p. 1mf. L1 ED 315 745

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential. Fastback 293.
44p. 1mf. L1 ED 316 618

New Principal: Learning about Your School and Community. Elementary Principal Series No. 2.
33p. 1mf. L1 ED 315 912

Principal and Communication. Elementary Principal Series No. 3.
28p. 1mf. L1 ED 315 913

Principal and Discipline. Elementary Principal Series No. 5.
32p. 1mf. L1 ED 315 915

Principal and Fiscal Management. Elementary Principal Series No. 6.
23p. 1mf. L1 ED 315 916

Principal and Leadership. Elementary Principal Series No. 1.
27p. 1mf. L1 ED 315 911

Principal and Supervision. Elementary Principal Series No. 4.
39p. 1mf. L1 ED 315 914

Phi Delta Kappa, Bloomington, Ind.
Prototypes. An Anthology of School Improvement Ideas That Work. Selected from the "Phi Delta Kappan."
155p. 2mf. L2 ED 316 519

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Minority Enrollment Report, Fall Semester 1989. Research Report Number 1-90.
27p. 1mf. L1 ED 316 283

PVCC New Student Profile, Fall Semester 1989. Research Report

Number 2-90.
23p. 1mf. L1 ED 316 282

Policy Studies Associates, Inc., Washington, DC.
Case for Integrating Academic and Vocational Education.
183p. 2mf. L1 ED 315 513

Closing the Gap between Vocational and Academic Education.
32p. 1mf. L1 ED 315 516

Considerations in the Design of the Work and Learning Center.
24p. 1mf. L1 ED 315 541

Exemplary Secondary Vocational Education: An Exploratory Study of Seven Programs.
235p. 3mf. L1 ED 315 547

Linkages between High Schools and Work: Lessons from Japan.
44p. 1mf. L1 ED 315 540

School-to-Work Transition Services for Disadvantaged Youth Enrolled in Vocational Education.
74p. 1mf. L1 ED 315 539

Pomona Unified School District, Calif.
Description of the Child Development Programs of the Pomona Unified School District (Pomona, California).
11p. 1mf. L1 ED 316 343

Population Crisis Committee, Washington, D.C.
Population Pressures Abroad and Immigration Pressures at Home.
65p. 1mf. L1 ED 316 624

Portland Public Schools, OR. Multicultural/Multiethnic Office.
Kwanzaa.
31p. 1mf. L1 ED 316 607

Portland Public Schools, Oreg.
Asian Pacific American Week. May 6-13, 1989.
28p. 1mf. L1 ED 316 606

President's Committee on Mental Retardation, Washington, D.C.
International Directory of Mental Retardation Resources. Third Edition, 1986-89.
329p. 4mf. L1 ED 315 952

Primary English Teaching Association, Rozelle (Australia).
Sea of Talk.
115p. 2mf. L1 ED 315 773

Prince George's County Board of Education, Upper Marlboro, Md.
Basic Skills, Preparation for the GED, and English as a Second Language. Workplace Literacy Quarterly Report.
114p. 2mf. L1 ED 315 563

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
Gifted Movement--Forward or on a Treadmill. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
51p. 1mf. L1 ED 315 949

Issues in Educating Young Gifted Children: Promising Practices. Leadership Accessing Monograph: Education of Gifted and Talented

Youth.
63p. 1mf. L1 ED 315 946

Optimizing Learning. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
21p. 1mf. L1 ED 315 947

Recommended Practices in the Education and Upbringing of the Gifted. A Progress Report on an Assessment of the Knowledge Base. Leadership Accessing Monograph: Education of Gifted and Talented Youth.
25p. 1mf. L1 ED 315 948

Richardson Study Dissemination and Implementation. A Leadership Accessing Monograph: Education of Gifted and Talented Youth.
28p. 1mf. L1 ED 315 950

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

Language Arts Link: A Sourcebook for HIV/AIDS Education in the English Classroom, Grades 11-12.
72p. 1mf. L1 ED 315 781

Rancho Santiago Community Coll. District, Santa Ana, Calif.

Course Placement Study.
72p. 1mf. L1 ED 316 288

Non-Returning Student Interview Study and RSC's Institutional Effectiveness.
33p. 1mf. L1 ED 316 289

Rand Corp., Santa Monica, Calif.

Mapping Work-Related Education System for Youths in Chicago.
70p. 1mf. L1 ED 315 533

Rand McNally and Company, Skokie, IL. Educational Publishing Div.

Geography and History in the Curriculum: Relationships between Space and Time.
14p. 1mf. L1 ED 316 484

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

What Restructuring Is: In Search of a Definition.
7p. 1mf. L1 ED 315 918

Rehabilitation Services Administration (DHEW), Washington, D.C.

Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Reid Chapel African Methodist Episcopal Church, Columbia, SC.

Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843

Research for Better Schools, Inc., Philadelphia, Pa.

Impact of a Computer-Managed Instructional System on Two Small Rural Schools in the Middle Atlantic Region. Guidelines.
160p. 2mf. L1 ED 316 367

Rhode Island Coll., Providence. Dept. of Special Education.
Incorporating Family Assessment and Individualized Family Service Plans into Early Intervention Programs: A Developmental, Decision Making Process.
134p. 2mf. L1 ED 315 981

RMC Research Corp., Mountain View, Calif.
Mapping of a Regional Work-Related Educational System in a Metropolitan Area of California.
43p. 1mf. L1 ED 315 534

Rockefeller Foundation, New York, N.Y.
Getting Ahead: What Poor People Think about Their Chances of Earning Their Way Out of Poverty.
74p. 1mf. L1 ED 316 604

Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Those Who Can. Undergraduate Programs To Prepare Arts and Sciences Majors for Teaching.
186p. 2mf. L2 ED 316 082

Russell Sage Foundation, New York, N.Y.
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

Saddleback Community Coll., Mission Viejo, Calif.
Comprehensive Plan for AB 1725 Faculty and Staff Development Funds, 1989-90.
48p. 1mf. L1 ED 316 267

Review of the English Composition Assessment of Saddleback College Students through the Matriculation Program.
21p. 1mf. L1 ED 316 291

Review of the Mathematics Assessment of Saddleback College Students through the Matriculation Program.
50p. 1mf. L1 ED 316 292

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Collaborative Writing Project Product Evaluation 1988-1989. Evaluation Report.
99p. 2mf. L1 ED 315 784

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1989-90.
37p. 1mf. L1 ED 316 318

Prekindergarten Program Process Evaluation Report, 1989-90.
31p. 1mf. L1 ED 316 317

Saint Cloud State Univ., MN.
Responsibility in Professional Life.
13p. 1mf. L1 ED 316 136

San Diego State Univ., Calif.
Latin American Studies: Annual Report to the Dean 1988-89.
42p. 1mf. L1 ED 316 110

San Diego State Univ., Calif. School of Education.

Comprehensive Bilingual Teacher Training Program and Recruitment, Retention and Training of Hispanic Bilingual Teachers.
10p. 1mf. L1 ED 316 104

San Francisco Community Coll. District, Calif.
Challenge of Change in the San Francisco Community College District: An Organizational and Educational Plan for the Future.
83p. 1mf. L1 ED 316 273

Sheldon Jackson Coll., Sitka, Alaska.
Student Teaching Practicum for Elementary School. One Semester. Student Teaching Handbook.
74p. 1mf. L1 ED 316 503

Simmons Coll., Boston, Mass. School of Library Science.
Regional Investigation of Citizens' Information Needs in New England. Project Report.
322p. 4mf. L1 ED 316 247

Slippery Rock State Coll., Pa.
Pre Teacher Assessment Project.
11p. 1mf. L1 ED 316 112

Small Business Administration, Washington, D.C.
South Texas Maquiladora Suppliers Project.
63p. 1mf. L1 ED 316 135

SMB Economic Research, Inc., Washington, DC.
Federal Goals and Policy Instruments in Vocational Education: An Assessment of the Resource Allocation and Targeting Provisions of the Carl D. Perkins Vocational Education Act of 1984.
280p. 3mf. L1 ED 315 538

Society for Public Health Education, Inc. Berkeley, CA.
National Adolescent Student Health Survey. A Report on the Health of America's Youth.
196p. 3mf. L1 ED 316 535

Society of General Internal Medicine.
Resource Manual for Alcohol and Other Drug Abuse Education in Internal Medicine.
47p. 1mf. L1 ED 316 150

Society of Women Engineers, New York, N.Y.
Career Guidance Ideabook.
157p. 2mf. L2 ED 316 417

Sonoma State Univ., Rohnert Park, CA.
Materials and Assistance for Science Teaching.
9p. 1mf. L1 ED 316 142

Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
Preparing Them All. Future Directions of Career-Vocational Preparation Services for California Students with Special Needs.
57p. 1mf. L1 ED 315 628

Specially Yours. Free and Inexpensive Resources for Assisting Handicapped, Disadvantaged and Limited-English-Proficient Students in Career Vocational Preparation. Impact Programs.
386p. 5mf. L1 ED 315 630

VERS Handbook for Administrators on Career-Vocational Education Services for Disadvantaged Students and Students with Handicapping Conditions. Fourth Revision. Impact Programs.
223p. 3mf. L1 ED 315 629

South African Broadcasting Corp., Johannesburg.
Summative Evaluation of Two Educational Television Programmes, "The Edge" and "The Fortesque File".
44p. 1mf. L1 ED 316 180

South Carolina State Dept. of Education, Columbia. Office of Adult Education.
Scope and Sequence Chart for Use with Adult Readers. SCALE Project.
39p. 1mf. L1 ED 315 621

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
Annual Report, 1988-89.
68p. 1mf. L1 ED 316 197

South Carolina State Library, Columbia.
Annual Program. Library Services and Construction Act, 1989-1990.
88p. 1mf. L1 ED 316 240

South Carolina Program for Library Development, 1989-1992.
87p. 1mf. L1 ED 316 241

South Carolina State Library Annual Report, 1988-1989.
71p. 1mf. L1 ED 316 256

South Dakota Board of Regents, Pierre.
Toward the Twenty-First Century. Public Supported Academic Libraries and the State Library in South Dakota. Report of a Study-Team. Publication 87-6.
64p. 1mf. L1 ED 316 239

South Dakota State Board of Regents, Pierre.
Honors Program.
18p. 1mf. L1 ED 316 098

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
Successful Mathematics Teaching for Middle-School Grades.
169p. 2mf. L1 ED 316 432

Southern Education Foundation, Atlanta, Ga.
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353

Southern Growth Policies Board, Research Triangle Park, N.C.
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Reviving the Rural Factory: Automation and Work in the South.

Executive Summary.
14p. 1mf. L1 ED 316 353

Southern Maine Library District, Portland.
Bare Bones Reference Collection for Small and Medium-Sized Public Libraries in Maine.
12p. 1mf. L1 ED 316 265

Graduate Placement Report, 1989. New Hampshire Technical Colleges & Institute.
22p. 1mf. L1 ED 316 307

Southwest Allen School Corp., Fort Wayne, IN.
Study of the Effects of Formats for the Delivery of Gifted/Talented Instruction in the Southwest Allen School Corporation.
99p. 2mf. L1 ED 315 959

Southwest Educational Development Lab., Austin, Tex.
Independent Living Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
46p. 1mf. L1 ED 315 567

Job Placement Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
35p. 1mf. L1 ED 315 566

RRX Catalog of Exemplary Programs and Practices. Regional Rehabilitation Exchange.
92p. 1mf. L1 ED 315 565

Supported Employment Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
44p. 1mf. L1 ED 315 568

Transitional Services. Validation Manual for Exemplary Programs and Practices. Regional Rehabilitation Exchange.
39p. 1mf. L1 ED 315 569

Southwest Texas State Univ., San Marcos.
LBJ Institute for the Improvement of Teaching and Learning.
19p. 1mf. L1 ED 316 105

Southwest Texas State Univ., San Marcos. Coll. of General Studies.
General Studies Advancement Examinations in Writing and Mathematics.
12p. 1mf. L1 ED 316 145

Southwest Texas State Univ., San Marcos. School of Education.
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Special Education Programs (ED/OSERS), Washington, DC.
Beyond Drill and Practice: Expanding the Computer Mainstream.
130p. 2mf. L1 ED 315 925

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).
287p. 3mf. L1 ED 316 552

Rationale and Strategies for American Sign Language Intervention. Research Series No. 193.

26p. 1mf. L1 ED 315 953

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.

43p. 1mf. L1 ED 316 015

Transition Literature Review: Educational, Employment, and Independent Living Outcomes. Volume 3.

308p. 4mf. L1 ED 315 984

Special Libraries Association, Washington, DC.

SLA Triennial Salary Survey, 1989.

76p. mf. L3 ED 316 248

SRI International, Menlo Park, Calif.

Descriptive Report of Academic Departments in Higher Education Institutions. 1988 National Survey of Postsecondary Faculty (NSOPF-88). Contractor Report. Survey Report.

116p. 2mf. L1 ED 316 169

National Longitudinal Transition Study of Special Education Students: Report on Procedures for the First Wave of Data Collection (1987).

287p. 3mf. L1 ED 316 552

School Programs and School Performance of Secondary Students Classified as Learning Disabled: Findings from the National Longitudinal Transition Study of Special Education Students.

43p. 1mf. L1 ED 316 015

State Univ. of New York, Albany.

Colleague 1990. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.

69p. 1mf. L1 ED 316 281

GE--Structured Analysis and Design Training.

8p. 1mf. L1 ED 316 139

Using Computer Graphics in the 90's.

12p. 1mf. L1 ED 316 137

State Univ. of New York, Buffalo. Univ. Libraries.

E. H. Butler Library Disaster Preparedness Plan.

42p. 1mf. L1 ED 316 242

State Univ. of New York, Fredonia. Coll. at Fredonia.

Clinical Field Supervisor Program.

9p. 1mf. L1 ED 316 094

College Internship Program.

25p. 1mf. L1 ED 316 090

State Univ. of New York, Geneseo. Office of Institutional Research.

Geographic Origins of Students, Fall 1988. Volume I. Report Number 2-89.

639p. 7mf. L1 ED 316 083

Geographic Origins of Students, Fall 1988. Volume II. Report Number 2-89.

537p. 6mf. L1 ED 316 084

Trends in Geographic Origins of Students. Full Time, 1959-1988.

First-Time Full-Time, 1982-1988. Volume III. Report Number 2-89.
606p. 7mf. L1 ED 316 085

State Univ. of New York, Stony Brook. Library.
Library Skills for Research in American Politics. A Workbook for POL 121.
94p. 1mf. L1 ED 316 261

State University of New York at Stony Brook Main Library Circulation Department Procedures Manual.
37p. 1mf. L1 ED 316 233

State Univ. of New York, Utica/Rome. Inst. of Technology.
GE--Structured Analysis and Design Training.
8p. 1mf. L1 ED 316 139

Performance Evaluation for Non-Teaching Professionals.
24p. 1mf. L1 ED 316 095

Proactive Alcohol and Drug Abuse Prevention Program.
10p. 1mf. L1 ED 316 140

Using Computer Graphics in the 90's.
12p. 1mf. L1 ED 316 137

1989 Management Seminars for the New York Association of Long Term Care Administrators.
14p. 1mf. L1 ED 316 138

State Univ. System of Florida, Tallahassee.
Southeast Florida Center on Aging.
8p. 1mf. L1 ED 316 115

Tacoma Community House, WA.
Partners in Learning: Selected Articles from the First Five Years of the Volunteer Voice.
113p. 2mf. L1 ED 316 063

Tales from the Homeland: Developing the Language Experience Approach.
176p. 2mf. L1 ED 316 064

Talk Time Coordinator Handbook.
122p. 2mf. L1 ED 316 024

Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065

Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.
Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 1.
638p. 7mf. L1 ED 316 181

Proceedings of the International Conference on Technology and Education (5th, Edinburgh, Scotland, March 1988). Volume 2.
360p. 4mf. L1 ED 316 182

Proceedings of the International Conference on Technology and Education (6th, Orlando, Florida, March 1989). Volume 1.
591p. 7mf. L1 ED 316 183

Proceedings of the International Conference on Technology and

Education (6th, Orlando, FL, March 1989). Volume 2.
616p. 7mf. L1 ED 316 184

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report 1, 1989.
121p. 2mf. L1 ED 316 074

Teaching Research Infant and Child Center, Monmouth, Oreg.
Development and Validation of the Transition Competence Battery for Adolescents and Young Adults with Deafness.
7p. 1mf. L1 ED 315 964

Teaching Research Small Residential Facilities Project.
6p. 1mf. L1 ED 315 965

Tennessee Univ., Chattanooga. Center of Excellence for Computer Applications.
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum, FY 1988-89.
62p. 1mf. L1 ED 316 192

Texas Computer Education Association, Lubbock.
Technology: Window to the Future. Proceedings of the Annual State Conference of the Texas Computer Education Association (9th, Houston, Texas, March 5-7, 1989).
244p. 3mf. L1 ED 316 193

Texas Education Agency, Austin. Div. of Special Education Programs.
State Board of Education Rules for Special Education Services Texas (Including Federal Regulations and State Law.)
327p. 4mf. L1 ED 315 980

Texas Governor's Office, Austin. Criminal Justice Div.
Classroom Management & Discipline Program.
10p. 1mf. L1 ED 316 146

Texas Woman's Univ., Denton.
Family Housing and Services.
33p. 1mf. L1 ED 316 148

Tomas Rivera Center, Claremont, CA.
Feminization of Poverty among Hispanic Households.
33p. 1mf. L2 ED 316 623

Official Languages in the United States: Policies, Polemics, and Politics.
23p. 1mf. L1 ED 316 019

Persistent Urban Poverty and the Underclass: A Perspective Based on the Hispanic Experience.
65p. 1mf. L2 ED 316 622

Towson State Univ., MD.
Integrating the Scholarship on Women: Transforming the Curriculum.
35p. 1mf. L1 ED 316 093

Transvaal Education Dept., Pretoria (South Africa).
Information Guide for Media Centres and Media Use in Schools = Inligtingstuk vir Mediasentrums en Mediagebruik in Skole.
213p. 3mf. L1 ED 316 219
Orientation Course in Educational Media. Primary Schools.
425p. 5mf. L1 ED 316 220
Orientation Course in Educational Media. Secondary Schools.
378p. 4mf. L1 ED 316 221

Travelers Companies Foundation, Hartford, CT.
National Survey of Caregivers: Summary of Findings.
79p. 1mf. L2 ED 315 674

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners. CLCS Occasional Paper No. 20.
30p. 1mf. L1 ED 316 033

Twente Univ., Enschede (Netherlands). Dept. of Education.
Report on Participating in the DELTA Pre-Pilot Project: Building a Reference Model for European Learning Systems.
50p. 1mf. L1 ED 316 190

United Federation of Teachers, New York, N.Y.
Please Come to Open School Week = Bienvenidos a "Escuela Abierta."
25p. 1mf. L1 ED 316 596

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Documents of the International Conferences on Education, 1979-1986: Cumulative Catalogue = Documents des conferences internationales de l'education, 1979-1986: catalogue cumulatif = Documentos de las Conferencias Internacionales de Educacion, 1979-1986: Catalogo Cumulativo.
163p. 2mf. L2 ED 316 258

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Adult Higher Education. A Case Study on the Workers' Colleges in the People's Republic of China.
117p. 2mf. L2 ED 315 619

United Nations Environment Programme, Nairobi (Kenya).
Environmental Education through Adult Education. A Manual for Adult Educators, Instructors, Teachers and Social Extension Workers.
148p. 2mf. L1 ED 315 642

United Negro College Fund, Inc., New York, N.Y.
1989 Statistical Report.
85p. 1mf. L1 ED 316 156

United States Government Printing Office, Washington, DC. Academic Advisory Council.
Words of Wisdom from the Literacy Symposium (Washington, D.C., May 25, 1988). Quotes from Participants and Attendees.
42p. 1mf. L1 ED 315 556

University Affiliated Cincinnati Center for Developmental Disabilities, OH.
Nutritional Needs of the Child with a Handicap or Chronic Illness. Manual II: Clinical Nutrition. Presentations from a National Interdisciplinary Symposium.
244p mf. L3 ED 316 530
Nutritional Needs of the Handicapped/Chronically Ill Child. Manual I: Nutrition Program Planning. Presentations from a National Interdisciplinary Symposium.
70p. mf. L3 ED 316 529

University of Northern Colorado, Greeley. School of Music.
Music Technology and Resource Center.
11p. 1mf. L1 ED 316 102

University of South Alabama, Mobile. Coll. of Education.
Curriculum Model for Teaching Telecommunications to Middle and Secondary School Students.
84p. 1mf. L1 ED 316 206

University of Southern Mississippi, Hattiesburg. Univ. Affiliated Program for Persons with Developmental Disabilities.
Caregiver-Infant Interaction Bibliography.
60p. 1mf. L1 ED 315 960

University of West Florida, Pensacola. Center for Economic Education.
It's Your Choice--The Economics of Career Selection.
57p. 1mf. L1 ED 316 103

Urban Inst., Washington, D.C.
Effects of Increased Emphasis on Education-Related Activities for Welfare Recipients.
35p. 1mf. L1 ED 315 524

V.V. Reid Elementary School, Columbia, SC.
Management by Objectives: A Guide for Starting an Independent School.
41p. 1mf. L1 ED 315 843

Valencia Community Coll., Orlando, Fla.
Internationalizing the Curriculum: One Instructor's Experience.
10p. 1mf. L1 ED 316 294

Vanier Inst. of the Family, Ottawa (Ontario).
Canada's Families Today: Some Policy Implications of Changing Forms and Patterns.
10p. 1mf. L1 ED 316 346
Canadians Seem To Need Television. Remarks to a Symposium about Families (Regina, Saskatchewan, Canada, July 11-14, 1989).
11p. 1mf. L1 ED 316 347
Explaining Fertility Decline in the West (with Special Reference to Canada): A Critique of Research Results from Social Sciences.
50p. 1mf. L1 ED 316 344
Family Issues for the Nineties.
14p. 1mf. L1 ED 316 345

Vermont State Dept. of Education, Montpelier.
Planning School Library Media Center Facilities for New Hampshire and Vermont. Vermont Edition.
54p. 1mf. L1 ED 316 244

Vermont State Dept. of Social and Rehabilitative Services, Waterbury. Child Care Services Div.
Survey of Salaries, Benefits, Working Conditions, Income Sources and Costs in Licensed Child Care Centers.
11p. 1mf. L1 ED 316 327

Victor Valley Community Coll. District, Victorville, CA.
Economic Plight of America's Young Families. An Update of CDF's Vanishing Dreams Report.
30p. 1mf. L2 ED 316 598

Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
Vocational Rehabilitation Counselors: Partners in Successful Supported Employment, RRTC, Volume 5, Number 2.
9p. 1mf. L1 ED 315 977

Virginia Community Colleges Association.
Leadership Handbook: Virginia Community Colleges Association.
155p. 2mf. L1 ED 316 296

Virginia State Dept. of Community Colleges, Richmond.
Virginia Community College System: Selected Data from the 1986-87, 1987-88, and 1988-89 Annual Reports.
12p. 1mf. L1 ED 316 299

Virginia State Dept. of Education, Richmond.
Social Studies. Standards of Learning Objectives for Virginia Public Schools: Revised 1989.
46p. 1mf. L1 ED 316 466

Vocational Evaluation and Work Adjustment Association, Washington, D.C.
Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Washington Office of the State Superintendent of Public Instruction, Olympia.
Tutoring ESL: A Handbook for Volunteers.
119p. 2mf. L1 ED 316 065
Volunteer Coordinator Handbook for Volunteer Programs Teaching ESL to Refugee Students.
83p. 1mf. L1 ED 316 062

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
Washington Community Colleges Fall Quarter Report, 1989.
39p. 1mf. L1 ED 316 301

Washington State Library, Olympia. Library Development Div.
Long Range Plan, Fiscal Years 1989 through 1993, for the State of Washington under the Library Services and Construction Act.
47p. 1mf. L1 ED 316 236

Washington Univ., Seattle. Washington Research Organization.
Generalization for Students with Severe Handicaps.
219p. 3mf. L2 ED 315 972

Wayne State Coll., Neb.
Lifestyle Improvement Program for Seniors.
10p. 1mf. L1 ED 316 109

West Virginia State Dept. of Education, Charleston.
Title IX: What Is It?
18p. 1mf. L1 ED 316 498

Western Michigan Univ., Kalamazoo.
CLIOTUTOR: Local Application of Computer-Assisted Instruction in History.
8p. 1mf. L1 ED 316 106

Western Michigan Univ., Kalamazoo. Dept. of Psychology.
Behavioral Systems Analysis Project: Student Attrition, Minority Participation, and Relevant Education.
9p. 1mf. L1 ED 316 114

Western Michigan Univ., Kalamazoo. Div. of Continuing Education.
Computer Academy. Western Michigan University: Summer 1985-Present.
7p. 1mf. L1 ED 316 147

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Vanishing Dreams: The Growing Economic Plight of America's Young Families.
86p. 1mf. L2 ED 316 597

Winnerscorp, Kankakee, IL.
How To Engage the Parents of Your Students at Risk.
25p. 1mf. L1 ED 315 695

Wisconsin State Dept. of Public Instruction, Madison.
State Superintendent's Task Force on Early Education, Child Care, and Family Involvement. Final Report and Recommendations.
50p. 1mf. L1 ED 316 329

Wisconsin Univ. - Stout. School of Education and Human Services.
Centers for Enhancement of Education.
9p. 1mf. L1 ED 316 100

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Issues Papers. National Forum on Issues in Vocational Assessment (4th, St. Louis, Missouri, March 9-11, 1989).
253p. 3mf. L1 ED 315 608

Wisconsin Univ., Madison. School of Education.
Helping Learners at a Distance. Annual Conference on Teaching at a Distance (5th, Madison, Wisconsin, August 8-10, 1989).
206p. 3mf. L1 ED 315 551

Work in America Inst., Scarsdale, N.Y.
Allies in Educational Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools. Jossey-Bass Education Series.
353p. mf. L3 ED 315 890

World Education, Inc., Boston, MA.
Nepal National Literacy Program.
111p. 2mf. L1 ED 315 627

World Rehabilitation Fund, Inc., New York, NY.
Developing Strategies for Communications about Disability: Experiences in the U.S., Hong Kong, India and Pakistan. Monograph #47.
76p. 1mf. L1 ED 316 002

Wright State Univ., Dayton, Ohio.
Wright STEPP (Wright State University Engineering Preparation Program).
16p. 1mf. L1 ED 316 143

Wye Inst., Inc., Queenstown, MD.
Reviving the Rural Factory: Automation and Work in the South. Executive Summary.
14p. 1mf. L1 ED 316 353
Reviving the Rural Factory: Automation and Work in the South. Volumes 1 and 2.
376p. mf. L3 ED 316 354

Young Astronaut Council, Washington, DC.
Living in Space. A Preschool Aerospace Curriculum Module.
344p. 4mf. L1 ED 316 431